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IDENTIFIERS	Future Homemakers of America

ABSTRACT

This curriculum consists of guidelines for teaching a comprehensive home economics course for grades 9 and 10, an outline of competencies and learner outcomes, a resource list, addresses of publishers, and a series of learning activities to supplement the course learning modules. Addressed in the units are the following topics: coping with today, family living/parenthood education, nutrition and foods, management, consumer education, child development, housing, and clothing and textiles. A series of unifying concepts run through the units. These are responsibility, appreciation, human relationships, self-image, coping/surviving, world influences, energy concerns, recycling, leadership qualities, and career awareness. Included in each unit are a concept outline and suggestions for Future Homemakers of America chapter activities and/or extended learnings. (MN)

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ED221702

STEPS

SURVIVING TODAY'S EXPERIENCES AND PROBLEMS SUCCESSFULLY

A Comprehensive Home Economics Course

for Grades 9-10

Developed by

West Virginia Department of Education

Charleston, West Virginia

25305

In cooperation with

Marshall University

Huntington, West Virginia

25701

Produced at

The West Virginia Vocational Curriculum Laboratory

Cedar Lakes Conference Center

Ripley, West Virginia

25271

July 1982

CE 033 835

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PREFACE

It is with the greatest pleasure that we bring you the West Virginia developed Competency Based Curriculum entitled STEPS, Surviving Todays Experiences and Problems Successfully for ninth and tenth grade and was developed by various Home Economists.

This material was disseminated to West Virginia vocational educators at the Annual Vocational Education Conference in August of 1982 at West Virginia University.

Additional copies of this curriculum are available from:

Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, WV 25271
(Toll-free) 800-642-2670 (from WV)
or 304-372-8673

I trust this material will help your program. Any suggestions you may have for improving this curriculum may be sent to our Vocational Curriculum Laboratory. Through this feedback we plan to continually update our materials.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Clarence E. Burdette
Clarence E. Burdette
Assistant State Superintendent of Schools

The STEPS curriculum was developed under grants from the West Virginia Bureau of Vocational, Technical, and Adult Education. Additional funding was available from the Child Nutrition Division of West Virginia Department of Education. Preliminary work on the curriculum began in the fall of 1980. Development continued throughout 1981-82.

The Steering Committee listed on the next page was responsible for developing the framework of the STEPS curriculum, as well as much of the actual curriculum. Other persons who have made substantial contributions are listed following the committee list and in Acknowledgements.

PROJECT STAFF

Marshall University	State Department of Education
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Maudie Karickhoff Project Assistant	Anita Ellis, Assistant Director, Child Nutrition Division Nutrition Education and Training
Robin Ziegler Graduate Assistant	

STEPS STEERING COMMITTEE

Persons serving on the STEPS Steering Committee in 1981-82 include:

Marilyn Bisher	HEC Program Specialist, WV DEPARTMENT OF EDUCATION
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Martha Lee Blankenship	Project Director, MARSHALL UNIVERSITY
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Other persons who have previously served on the Steering Committee are:

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Ann Watts	Formerly Marshall University Graduate Assistant

The following teachers enrolled in a curriculum class worked on STEPS:

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Judy Kessel	Daniels Vocational Center, RALEIGH COUNTY
Susan Lewis	Shady Spring Jr. High School, RALEIGH COUNTY
Charlene Runyon	Bluefield High School, MERCER COUNTY
Marian Treadway	Stratton Jr. High School, RALEIGH COUNTY
Donna Wamsley	Richwood Jr. High School, NICHOLAS COUNTY

In addition to teachers on the Steering Committee, those who assisted through local workshops include:

CABELL COUNTY

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Debbie Chapman	Huntington East High School
Sandy Coster	Cammack Jr. High School
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MINGO COUNTY

Charletta Brooks	Gilbert High School
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Gladys Sizemore	Burch High School

PRESTON COUNTY

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Helen Peters	Wayne High School
Virginia Prichard	Crum High School
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Ruby Tygrett	Wayne High School
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Other teachers who worked on STEPS include Nancy Smally (Putnam Co.), Carla Powell (student teacher-Fairmont), Suzanne Whetzel (Wetzel Co.), Gail Jenks (Mercer Co.), and Carole Bailey (Mercer Co.).

ACKNOWLEDGEMENTS

The STEPS project staff wishes to thank all of the persons who have been so generous with their time, effort, and ideas in development of this curriculum. The Steering Committee has been much more than a steering committee--members have done much of the actual development. We also want to thank other home economics teachers who have worked on the curriculum. In addition to the names listed, many additional teachers as well as other persons provided input as we began thinking about this course.

The Marshall University project staff also wishes to acknowledge the assistance given by the West Virginia Bureau of Vocational, Technical, and Adult Education. This assistance has extended far beyond the grants that made this curriculum possible. State Supervisor Yvonne Ferguson has been very actively involved in conceptualizing and developing STEPS. Marilyn Bisher has also been actively involved this year.

We appreciate the help from Anita Ellis, NET Coordinator and member of the Steering Committee, who made Nutrition Education and Training funds available this spring when it was apparent that we needed to have teachers work more on the Nutrition and Foods Unit in STEPS. The opportunity for additional meetings vastly strengthened that unit.

Support for this endeavor from the county school systems in the state has been shown in a number of ways. This support has taken the form of input at initial planning meetings that persons in a variety of roles attended; release of teachers for steering committee meetings; and willingness to pilot the new course next year. About 75 home economics teachers will teach STEPS during the pilot year, 1982-83. We appreciate the faith shown by this commitment since they will not receive the curriculum until August inservice meeting.

We also wish to acknowledge the efforts of several counties for their cooperating in holding local work sessions: Mingo, Cabell, Wayne, and Preston. All home economics teachers from Mingo, Wayne, and Preston Counties have worked several days.

Other persons have also been helpful. We are indebted to Dr. Shirley Slater from Ohio University for sharing ideas and materials with the Steering Committee. We have credited several supplements in the curriculum to publications for which Dr. Slater was responsible, but her influence permeates many other activities listed. Those of you familiar with her creative teaching techniques will recognize the "more likes" and other activities.

We wish to acknowledge ideas and materials from Dr. Ruth Pestle, Florida State University. When we heard her report of the voluntary simplicity of lifestyle project, we were delighted to find that materials had been developed that related to STEPS.

Two persons who worked with us at our Williamson (Mingo County) meetings are Mary Louise Kissinger, Appalachian Power Company and Sally Summers, WVU Extension Service. These people were very helpful with materials and ideas as we developed the energy lessons. Emma Lee Hite, Hope Natural Gas, is also helping us with energy materials.

Four students at Fairmont State College working under the direction of Judy Radcliff, Home Economics Teacher Educator, compiled the first materials for the section on microcomputers. Elizabeth Comer, a graduate assistant at Marshall University also worked on this section. Homer Preece, Wahama High School shared additional ideas and materials. Joann Guthrie, West Virginia University worked with us at Cedar Lakes meetings.

Miriam Lovito, Psychology Department at Marshall University, helped us with the coping strategies and other concepts in the curriculum. She also helped in the development of the Fantasy Island simulation in the Coping with Today Unit.

Patricia Perdue, Marshall University student in Elementary Education, volunteered her services in helping us type the curriculum. Patty spent many evenings and weekends typing to help us finish.

Finally, I would like to express by personal thanks to the rest of the Marshall University project staff. Maudie Karickhoff, Project Assistant, has worked many days beyond her contract year in helping finalize the curriculum. She also assumed the major responsibility for preparing the companion volume, HOME for STEPS.

Robin Ziegler was the Graduate Assistant for the project during 1981-82. She has cheerfully loaded the station wagon for workshops time after time, typed, xeroxed, found materials, and furnished ideas. This summer she typed the greatest portion of the final copy. Her familiarity with the curriculum helped when copy was almost unreadable.

Carole Vickers, Department Chairperson, volunteered her services for two weeks this summer as we finalized the curriculum. Our Department Secretary Doris Wellman, has also assisted with typing the final copy. Ann Watts, a former Graduate Assistant, is responsible for most of the art work in the curriculum as well as the cover design.

FOREWORD

STEPS is an acronym for Surviving Today's Experiences and Problems Successfully. This comprehensive home economics course for ninth and tenth graders grew out of many of the same concerns that led to development of the Adult Roles and Functions course for high school juniors and seniors. As this curriculum goes to the printers, it has been less than five years since the idea for Adult Roles and Functions was born. The ARF originated in the fall of 1977. Work began quickly, and the course was piloted in 1978-79.

As we begin the pilot of STEPS four years later, we can take pride in the fact that Adult Roles and Functions will be taught in about 90 percent of the senior high schools in West Virginia next year. Male enrollment has grown with the course. Pre- and posttest differences in cognitive learning curing the pilot of ARF were significant at the .0001 level. Home economics teachers in other states are also teaching ARF.

In response to the request from teachers, guidance counselors, teachers, and administrators for "something like ARF for younger students," we held four regional meetings in the state in September and October of 1979. Home economics teachers, vocational directors, administrators, supervisors, college personnel, advisory committee members, agency representatives, and students met to consider what should go in the home economics program for younger students. At Huntington and Shepherdstown groups gave suggestions for a ninth and tenth grade course. At Fairmont and Beckley the groups considered home economics in grades 5-8.

From this beginning a Home Economics Steering Committee for Grades 5-10 was formed. Two subcommittees were established: one for home economics in grades 5-8, the other for home economics in grades 9-10. The groups met twice in the spring of 1980 to consider suggestions from regional planning meetings and to develop a framework.

We met with groups of teachers whenever an opportunity arose. One group met to discuss the name of STEPS and the unifying concepts during the August Teachers' Conference at Morgantown in 1980. That fall we met with some teachers again at regional inservice meetings held by West Virginia University and the West Virginia Department of Education. Teachers began developing the competencies for STEPS at these meetings.

The STEPS Steering Committee (which grew out of the original subcommittee) met several times during the spring and early summer of 1981 to review work from regional meetings and complete the competency/learner outcome outline. In August the committee met to begin developing activities. This aspect of the curriculum development continued through early summer of 1982, even as final editing began. Additional teachers have worked on the curriculum, especially during the spring of 1982.

Approximately 75 home economics teachers in West Virginia will pilot STEPS in 1982-83. A pre- and posttest is being developed to measure pupil learning during the pilot year. Enthusiasm still runs high concerning this new course in spite of the many hours of hard work that have gone into its development.

TEACHER'S SECTION

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TEACHING STEPS

In preparing to teach STEPS, you should be aware of the structure of the course. It is built around 10 unifying concepts that run through all units. These concepts are:

Responsibility

Appreciation

Human Relationships

Self-image

Coping/Surviving

World Influences

Energy Concerns

Recycling

Leadership Qualities

Career Awareness

A brief explanation of each is found in the first page of the Introductory Unit.

Most of the course content is included within these unifying concepts. The number of learner outcomes not included within this core is about the same as the number within the Coping/Surviving concept, the concept that includes the greatest number of learner outcomes. Responsibility is the concept including the next greatest number of outcomes. All learner outcomes will not necessarily require equal time to teach. For example, one outcome in the Clothing and Textiles Unit relates to constructing a simple project, which obviously requires more time if included.

There are nearly 250 learner outcomes -- considerably more than there are school days in the year. Please keep this in mind when planning. You will probably not be able to include every outcome from every unit, nor is it intended that you will have each class complete every activity. The variety of activities suggested provides opportunity for selection to meet the needs of individual classes and students.

The activities suggested for certain concepts are sometimes similar in different units. If you find an activity similar to one in a unit you have already taught, simply omit it or modify to give less emphasis. In some cases you may also wish to use activities for a concept in a later unit in one you are currently teaching if you plan to give less emphasis to the concept in a later unit.

The unifying concepts are usually treated as sub-concepts in the units. The major exception is the Career Awareness concept, which is a major concept in all units. A concept outline for the unit is the second page in each unit. The complete concept/competency/learner outcome chart is in the Teacher's Section.

Suggestions for FHA Chapter activities and Extended Learnings are at the end of each unit.

The units in the STEPS curriculum appear in the following order:

Introductory

Coping With Today

Family Living/Parenthood Education

Nutrition and Foods

Management

Consumer Education

Child Development

Housing

Clothing and Textiles

INTRODUCTORY UNIT

CONCEPTS	COMPETENCIES	LEARNER OUTCOMES
1.0 RESPONSIBILITY	*1.0 The learner will develop a sense of responsibility for self and others.	1.11 The learner will explain how taking responsibility helps us direct our own lives.
2.0 APPRECIATION	2.0 The learner will develop appreciation for those things in life for which we can be grateful.	2.11 The learner will identify things to appreciate in our lives that we often take for granted.
3.0 HUMAN RELATIONSHIPS	3.0 The learner will develop positive relationships with the people who are important in his/her life.	3.11 The learner will identify reasons why it is important for teenagers to develop good relationships with the people in their lives.
4.0 SELF-IMAGE	4.0 The learner will develop a clear but positive image of him/herself.	4.11 The learner will describe how he/she would like to view him/herself.
5.0 COPING/ SURVIVING	5.0 The learner will develop strategies that lead to growth for coping with problems.	5.11 The learner will identify defense mechanisms people use in coping. 5.12 The learner will identify positive coping strategies for dealing with problems.
6.0 WORLD INFLUENCES	6.0 The learner will understand some ways our lives are intertwined with those of people everywhere.	6.11 The learner will explain why the world is called a "global village."
7.0 ENERGY CONCERNS	7.0 The learner will develop attitudes and practices that are consistent with conserving our non-renewable energy supply.	7.11 The learner will identify reasons for conserving our non-renewable energy supply.
8.0 RECYCLING	8.0 The learner will develop attitudes and practices consistent with a conservation ethic in relation to scarce natural resources.	8.11 The learner will identify reasons for becoming more conservative of scarce natural resources.

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* The numbering system for Competencies in the Introductory Unit indicates that these Competencies are the overall Competencies for the entire course rather than for this particular unit.

9.0	**LEADERSHIP QUALITIES**	9.0	The learner will develop leadership skills to help direct the course of events and exercise these skills in positive causes.	9.11	The learner will identify reasons to develop leadership skills.
				9.12	The learner will identify opportunities to develop leadership qualities through FHA Chapter activities.
				9.13	Having explained the purpose of parliamentary procedure, the learner will identify basic procedures to follow.
10.0	**CAREER AWARENESS**	10.0	The learner will explore home economics related occupations and describe how home economics contributes to career success regardless of occupation.	10.11	The learner will identify ways teenagers can gain experiences that lead to career success.

COPING W[illegible]H TODAY

CONCEPTS	COMPETENCIES		LEARNER OUTCOMES	
1.0 CAPTAIN OF YOUR OWN SHIP				
Introduction	1.10	The learner will identify problems that teenagers face.	1.11	The learner will identify problems that teenagers face and categorize by type of problem.
Human Relationships	1.20	The learner will explain problems in human relationships teenagers have.	1.21	Having identified problems in human relationships that teenagers face, the learner will identify reasons these problems may arise.
Responsibility	1.30	The learner will differentiate between responsible and irresponsible attitudes and actions toward self and others	1.31	Given situations, the learner will predict consequences of responsible and irresponsible actions and attitudes toward self and others.
Appreciation	1.40	The learner will explain advantages of parents and schools delaying use of symbols of maturity.	1.41	The learner will identify ways parents and school encourage giving or delaying symbols of maturity.
			1.42	The learner will explain why parents and schools want to tell when symbols of maturity should be used.
Coping/Surviving	1.50	The learner will apply appropriate coping strategies in dealing with problems.	1.51	Given situations describing how teenagers cope, the learner will predict the long range effect.
			1.52	Given situations, the learner will apply coping strategies for dealing with problems.
Self-image	1.60	The learner will identify influences that may be destructive to one's self-image.	1.61	Given a description of influences on teenagers, the learner will identify those that may be destructive to one's self-image.

	Coping/Surviving	1.70	The learner will find constructive ways to cope with destructive factors related to the self.	1.71	Given a list of potentially destructive influences on self-image, the learner will identify a constructive coping strategy to deal with each.
				1.72	The learner will identify ways to avoid or cope with other factors that may be destructive to him/herself.
2.0	LEADERSHIP				
	Leadership Qualities	2.10	The learner will identify ways to cope with questionable leadership.	2.11	The learner will identify ways to cope with ineffective leadership.
				2.12	The learner will identify ways to cope with leadership toward questionable goals.
		2.20	The learner will examine his/her leadership potential.	2.21	The learner will determine ways to exert leadership in a group situation.
				2.22	The learner will draft a platform for his/her goals as a leader.
3.0	COPING WITH THE WORLD				
	World Influences	3.10	The learner will identify the influence of world events and conditions on the life of the teenager today.	3.11	The learner will identify ways current conditions and events in the nation and world affect the life of teenagers.
	Energy Concerns	3.20	The learner will predict ways attitudes today may affect energy availability tomorrow.	3.21	The learner will describe the effects of different attitudes and practices on future energy availability.

	Recycling	3.30	The learner will explore the attitudes of teens who are given the choice of using recycled or new items.	3.31	Given a case study of a student who is making the decision to use a recycled vs. new item, the learner will list attitudes that might be expressed.
4.0	COPING WITH CAREERS				
	Career Awareness	4.10	The learner will identify ways attitude toward work affect performance.	4.11	The learner will tell how the same attitudes that affect performance at school can affect performance on the job.
		4.20	The learner will relate high school courses/curriculum to career choices.	4.21	The learner will identify the curriculum tracks available in the school and relate class choices to career decisions.
	Entrepreneurship	4.30	The learner will explore entrepreneurship as a means to adding to his/her income.	4.31	Given situations concerning a shortage of income, the learner will explore the feasibility of self-employment as a means of coping with a problem.

FAMILY LIVING/PARENTHOOD EDUCATION

CONCEPTS	COMPETENCIES		LEARNER OUTCOMES	
1.0 FAMILIES TODAY				
Family Changes	1.10	The learner will identify societal factors affecting families today.	1.11	The learner will explain how factors in society can affect family life.
Responsibility	1.20	The learner will describe the roles and responsibilities that must be assumed within families.	1.21	Given a description of a family, the learner will list roles and responsibilities that must be assumed by family members.
	1.30	The learner will identify situations in which roles assumed by family members may change.	1.31	Given case studies of families with varying life styles and/or emergency situations, the learner will assign responsibilities to various family members in each family.
World Influence	1.40	The learner will tell ways cultures other than our own and world situations have influenced family life in the U.S.	1.41	Given descriptions of a cultural background or a world situation, the learner will identify the influence upon family life in the U.S.
2.0 DEVELOPING IN THE FAMILY				
Self-image	2.10	The learner will identify factors within the family that contribute to the formation of self-image.	2.11	Given a list of factors within the family, the learner will explain how they contribute to the formation of self-image.
Appreciation	2.20	The learner will plan ways to show appreciation for the positive qualities of family members.	2.21	Given a short story, the learner will describe the positive qualities of the characters in the story.
			2.22	The learner will describe ways the adolescent can show appreciation to other family members.

			2.23	The learner will plan an activity designed to show appreciation for an older relative.
Leadership Qualities	2.30	The learner will describe how leadership qualities can be developed within the family.	2.31	Given a family activity, the learner will describe how leadership qualities can be developed by carrying out the activity.
3.0 IMPROVING RELATIONSHIPS				
Responsibility	3.10	The learner will examine ways in which rights and responsibilities are related.	3.11	The learner will predict the outcome when rights and responsibilities are in conflict.
Human Relationships	3.20	The learner will identify factors that contribute to conflicts in role expectations.	3.21	Given situations, the learner will determine how conflicting role expectations affect family life.
	3.30	The learner will predict the effects of value conflicts among family members.	3.31	Given situations, the learner will predict the effect on family relationships of acting on values that are in conflict with those of other family members.
	3.40	The learner will show how communication affects relationships.	3.41	The learner will identify and/or demonstrate verbal and nonverbal communication.
			3.42	Given situations, the learner will predict the effect of the amount and type of communication on relationships with other people.
	3.50	The learner will examine ways the basic qualities of friendship form the foundation on which other relationships are built.	3.51	The learner will identify the skills that are important in developing good relationships with other people.
			3.52	The learner will describe ways in which dating is a special way of exploring feelings of friendship and love.

4.0 PARENTHOOD

Responsibility	4.10	The learner will identify characteristics associated with readiness for parentgood.	4.11	The learner will compile a list of obligations and responsibilities with respect to being a teenage parent.
			4.12	The learner will explain some consequences for the teenager who becomes a parent.

5.0 FAMILIES COPE TO SURVIVE

Coping/ Surviving	5.10	The learner will examine ways families can cope with/survive problems.	5.11	Given an example of a problem-causing situation, the learner will identify the nature of the problem(s) created and predict the effect on family members.
			5.12	Given a situation involving a family problem, the learner will analyze coping/surviving techniques.
Human Relationships	5.20	The learner will identify ways family members are exploited.	5.21	The learner will predict the effects of exploitation of a family member on the individual and the family unit.
Recycling	5.30	The learner will identify ways recycling can help families cope.	5.31	The learner will develop a plan for family cooperation to recycle items used by the family and explain how the plan helps the family cope.
Energy Concerns	5.40	The learner will examine ways family members can cooperate to save energy.	5.41	The learner will develop a plan for reducing energy consumption within his/her household.

6.0 CAREER AWARENESS

Careers	6.10	The learner will examine family/parenthood oriented careers.	6.11	The learner will describe family/parenthood oriented careers and preparation needed.
Entrepreneurship	6.20	The learner will explore entrepreneurship in family services.	6.21	Having identified a self-employment opportunity, the learner will explore its feasibility.
Human Relationships	6.30	The learner will relate family skills to career success.	6.31	Having identified an occupation from any area, the learner will describe how living skills learned within the family contribute to success.

NUTRITION AND FOODS

CONCEPTS	COMPETENCIES	LEARNER OUTCOMES
1.0 MEETING NUTRITIONAL NEEDS		
Responsibility	1.10 The learner will identify reasons teenagers give for not eating a nutritious diet and suggest ways to improve eating habits.	1.11 Given a reason for teenagers not eating a nutritious diet, the learner will suggest changes that need to be made in eating habits to insure a nutritious diet.
Self-image	1.20 The learner will identify ways eating patterns are affected by peer pressure and self-image.	1.21 The learner will relate peer pressure to food habits.
		1.22 The learner will identify ways self-image affects and is affected by the eating patterns of one's self and peers.
Leadership	1.30 The learner will describe how a person in a leadership or "hero" role can influence food choices.	1.31 The learner will identify ways persons in leadership or "hero" roles can influence the food choices of others.
World Influences	1.40 The learner will examine economic and cultural influences on food selection.	1.41 The learner will identify foods common to different cultures and explain reasons for their use in the cultures.
		1.42 Given a recipe and appropriate ingredients, the learner will prepare a dish common to a culture other than his/her own.
Self-image	1.50 The learner will relate weight and size to self-image.	1.51 The learner will relate present or previous size to self-image.
		1.52 The learner will identify the factors that affect size and differentiate between those that can and cannot be controlled.

			1.53	The learner will describe ways to gain, lose, or maintain weight.
Responsibility	1.60	The learner will identify his/her responsibility for obtaining adequate nutrition.	1.61	The learner will list diets considered to be "fad diets" and describe long-term effects of using them.
			1.62	The learner will compare nutritional needs (RDA) of different age groups.
			1.63	The learner will describe the special nutritional requirements for teenage athletes.
			1.64	The learner will describe the special nutritional requirements of the pregnant teenager.
			1.65	The learner will explain the personal responsibility involved in obtaining adequate nutrition.
Coping/ Surviving	1.70	The learner will determine ways to get a nutritionally adequate diet under different circumstances.	1.71	The learner will plan a day's food intake that is nutritionally adequate and that offers variety.
			1.72	Given fast food and other choices away from home, the learner will plan a nutritionally adequate diet.
			1.73	The learner will plan and prepare snacks that contribute to the total nutritional needs for the day.
			1.74	The learner will plan nutritious meals that can be prepared quickly.
			1.75	The learner will plan nutritious meals for families whose members have varying time schedules.

	Leadership Qualities	1.80	The learner will exert positive leadership in relation to food habits.	1.81	The learner will plan and conduct a good food habits campaign.
2.0	BUYING, STORING, PRESERVING FOOD				
	Appreciation	2.10	The learner will compare food choices available to us with those of earlier times.	2.11	The learner will compare food choices avialable to him/her at the present with those available to past generations.
	World Influences	2.20	The learner will relate world wide events and conditions to food availability and cost.	2.21	The learner will tell ways food availability and price are affected by world events and conditions.
	Coping/ Surviving	2.30	The learner will identify ways to cope with inflation in relation to food.	2.31	The learner will identify ways to cope with inflation in providing food for him/herself and the family.
				2.32	The learner will determine practices that will provide better food buys.
	Coping/ Surviving	2.40	The learner will identify the basic methods of food preservation and storage.	2.41	The learner will describe ways to store foods to preserve freshness and insure safety.
				2.42	The learner will demonstrate food preservation by one or more methods and explain safety factors involved.
	Responsibility	2.50	The learner will identify ways family members can share responsibility for food for the family.	2.51	The learner will develop a plan for sharing the responsibility among family members for purchasing, storing, and preparing food.
3.0	SAFETY AND SANITATION				
	Responsibility	3.10	The learner will identify basic rules for food safety and sanitation in the home.	3.11	The learner will list basic safety/sanitation rules to follow when preparing, serving, and storing food.

			3.12	The learner will describe preventive measures for common types of food poisoning.
Responsibility	3.20	The learner will demonstrate responsibility in the safe use and care of kitchen equipment.	3.21	Given a piece of kitchen equipment or an appliance, the learner will explain responsible behavior in using it safely.
Coping/ Surviving	3.30	The learner will cope with emergency situations in terms of food and water supply.	3.31	The learner will identify ways of providing and preparing food and water for an emergency situation.
4.0 PREPARING AND SERVING FOOD				
Fruits and Vegetables	4.10	The learner will prepare hot and cold beverages.	4.11	The learner will prepare nutritious hot and cold beverages for meals and entertaining.
Beverages	4.20	The learner will prepare fruits and vegetables in various ways.	4.21	The learner will prepare fruits and vegetables in a variety of ways suitable for meals and entertaining.
Protein Foods	4.30	The learner will prepare low-cost protein foods.	4.31	The learner will prepare eggs and other low-cost protein foods and explain how they can be used in different types of meals and snacks.
Human Relationships	4.40	The learner will examine the effects of personal attitudes and practices on family relationships during mealtime.	4.41	The learner will identify and demonstrate appropriate table manners.
			4.42	The learner will describe ways family relationships affect the atmosphere at mealtime.
Coping/ Surviving	4.50	The learner will plan and prepare nutritious meals for him/herself.	4.51	The learner will plan and prepare a nutritious meal for him/herself.
Human Relations	4.60	The learner will demonstrate use of nutritious foods for entertaining.	4.61	The learner will plan, prepare, and serve nutritious food for entertaining.

Coping/ Surviving	4.70	The learner will identify ways to cope with inflation in relation to food.	4.71	The learner will plan and prepare nutritious, low cost meals that are culturally acceptable to the learner.
Recycling	4.80	The learner will utilize leftovers in new ways.	4.81	Given leftover food, the learner will plan and prepare a new dish.
Energy Conservation	4.90	The learner will compare various cooking and other meal preparation procedures in terms of nonrenewable energy requirements.	4.91	Given a list of cooking methods, meal preparation procedures, and equipment, the learner will rank from high to low in terms of nonrenewable energy use.
Coping/ Surviving	4.110	The learner will relate food quality to use of various resources.	4.111	Given a food to prepare, the learner will compare the food quality, time, and effort required when food is cooked with different types of equipment.
			4.112	The learner will compare cost, taste, and time in preparing some basic foods from a mix and from scratch.
5.0 CAREER AWARENESS				
Careers	5.10	The learner will identify career opportunities in the area of foods.	5.11	The learner will describe the employment opportunities and requirements in foods and nutrition.
Entrepreneurship	5.20	The learner will explore entrepreneurship in foods and nutrition.	5.21	Having identified a self-employment opportunity in foods and nutrition, the learner will explore its feasibility.

MANAGEMENT

CONCEPTS	COMPETENCIES		LEARNER OUTCOMES	
1.0 WHY SHOULD I MANAGE				
Responsibility	1.10	The learner will describe the responsibility one has for reaching goals.	1.11	The learner will explain the personal responsibility involved in setting goals.
			1.12	The learner will explain the personal responsibility involved in reaching goals.
Managing Scarce Resources	1.20	The learner will explain why better management is needed when resources are scarce.	1.21	Given situations, the learner will identify which resources are scarce.
			1.22	Given situations in which resources are limited, the learner will suggest a substitute.
Self-image	1.30	The learner will describe ways of improving self-concept through management practices.	1.31	Given situations in which poor management practices affect self-image, the learner will suggest possible changes to be made.
2.0 DECISION MAKING				
Ways to Decide	2.10	The learner will identify ways decisions are made and decide when each is appropriate.	2.11	Given case studies, the learner will identify the way decisions were made and tell if each was appropriate.
Rational Decisions	2.20	The learner will use the rational decision-making process.	2.21	Given a problem situation, the learner will use the five-step decision process in making the decision.
Responsibility	2.30	The learner will recognize the individual responsibilities for the decision-making process.	2.31	Given a case study, the learner will explain the probable consequences of the specific decisions and responsibilities assumed in making those decisions.

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3.0 RESOURCE MANAGEMENT

Appreciation	3.10	The learner will recognize ways use of human resources enhances quality of life.	3.11	Given situations, the learner will identify ways human resources were used to enhance the quality of family life.
	3.20	The learner will identify actions that express respect for material resources.	3.21	The learner will list ways teenagers can show respect for their own possessions as well as those of others.
Getting Control of Your Time	3.30	The learner will identify ways to get control of his/her time.	3.31	Having kept a log of how time was used, the learner will analyze the use of time and identify improvements that could be made in controlling the time.
Getting Control of Your Money	3.40	The learner will identify ways to get control of his/her money.	3.41	Given a case study including income and spending, the learner will analyze spending and recommend changes that are needed.
Energy Concerns	3.50	The learner will investigate the relationships between the use of human and non-human energy and management practices.	3.51	The learner will describe ways human and non-human energy can be used interchangeably.
			3.52	Having listed daily individual and family activities, the learner will identify activities and procedures that use the least amount of energy (human and non-human).
Recycling	3.60	The learner will analyze the alternate use of resource in relation to recycling.	3.61	Given a recycling project, the learner will analyze resources used.
Other Human Resources	3.70	The learner will recognize the value of skills and abilities.	3.71	Given a list of skills and abilities, the learner will describe the value of each as a resource.
World Influences	3.80	The learner will identify the effect of world influences on resources.	3.81	The learner will describe how world influences affect personal and family management of resources.

4.0	I HAVE A PLAN				
	Planning Process	4.10	The learner will demonstrate the use of planning in a management situation.	4.11	The learner will identify the type of plan needed for different situations.
				4.12	The learner will identify types of standards and sequencing used in plans.
				4.13	Having chosen a goal, the learner will develop a plan, including the standard and sequence, for reaching the goal.
	Coping/ Surviving	4.20	The learner will use planning as a coping strategy.	4.21	Given chance cards describing events, the learner will develop a realistic plan for coping with the events.
				4.22	The learner will describe the value of standing plans in relation to saving time and effort.
				4.23	Given a situation in which plans may not work, the learner will develop a plan to fall back on.
	Leadership Qualities	4.30	The learner will use leadership skills in planning.	4.31	In a home, class, or community situation, the learner will demonstrate leadership skills in helping plan a project or activity.
5.0	KEEP THE SHOW ON THE ROAD				
	Controlling	5.10	The learner will check and adjust plans as the plan is carried out.	5.11	The learner will identify ways to control a plan when it is put into action.
				5.12	Given plans that must be adjusted, the learner will identify a way to adjust each plan so that the plans can still be carried out.

6.0 PRODUCTIVITY THE EASY WAY

Productivity	6.10	The learner will identify ways to increase productivity.	6.11	The learner will identify ways to increase production without increasing physical strain.
Preventing Strain & Fatigue	6.20	The learner will find ways to prevent strain and fatigue in working.	6.21	The learner will demonstrate ways to move and lift objects that prevent strain and fatigue.
			6.22	The learner will select work heights and position equipment for work to prevent strain and fatigue.
			6.23	The learner will describe how scheduling can reduce fatigue.
Making Work Easier	6.30	The learner will determine ways to make work easier.	6.31	The learner will choose supplies and equipment that make work easier.
			6.32	The learner will analyze activities to identify ways they can be done quicker and easier.
Human Relationships	6.40	The learner will relate productivity and human relationships.	6.41	The learner will describe how work can be shared to increase productivity and improve relationships.
Responsibility	6.50	The learner will describe the relationship between responsibility and productivity.	6.51	The learner will explain how a teenager's productivity may be increased if he/she feels a sense of responsibility.

7.0 CAREER AWARENESS

Careers	7.10	The learner will identify career opportunities related to management.	7.11	The learner will list career opportunities in the area of management and describe qualifications.

Entrepreneurship	7.20	The learner will explore entrepreneurship in management.	7.21	Having identified a self-employment opportunity in management, the learner will explore its feasibility.
Management Practices	7.30	The learner will identify ways managerial abilities enhance a career.	7.31	Given case studies, the learner will identify the use of management practices in a variety of careers.

CONSUMER EDUCATION

CONCEPTS	COMPETENCIES		LEARNER OUTCOMES	
1.0 YOU AS A CONSUMER/ PROSUMER				
Introduction	1.10	The learner will identify terms related to consumer education.	1.11	The learner will define consumer, consumerism, and prosumer.
Importance of Teenage Consumer	1.20	The learner will determine the importance of the teenage consumer.	1.21	The learner will determine the types of businesses and industries that are affected by teenage consumers.
Human Relationships	1.30	The learner will show ways to improve relationships when purchasing goods and services.	1.31	The learner will identify situations that demonstrate positive interaction with sales personnel and managers.
Self-image	1.40	The learner will identify ways to promote a positive teen image to the business community.	1.41	Having identified teenage image problems with the business community, the learner will develop plans for improving the image of teenage consumers.
2.0 NEEDS VS. WANTS				
Introduction	2.10	The learner will differentiate between needs and wants.	2.11	Given a case study, the learner will identify the needs and the wants of the people described.
Responsibility	2.20	The learner will relate responsible consumer behavior to determining reasons for personal purchases.	2.21	The learner will tell how responsible consumer behavior can be enhanced through determining reasons for buying or wanting certain goods and services.
Self-image	2.30	The learner will relate the need for status to self-image.	2.31	The learner will indicate how one's appearance and possessions influence self-image and opinions of others.

Human Relationships	2.40	The learner will examine the effects on families when individual needs and wants within the family conflict.	2.41	Given an unfinished story concerning differing opinions on how money should be spent, the learner will complete the story and justify the conclusion.
			2.42	The learner will describe changes in spending patterns that may be necessary when family income changes.

3.0 BUYMANSHIP

Coping/ Surviving	3.10	The learner will identify ways of coping/surviving in the marketplace.	3.11	The learner will identify aspects of buymanship that help the consumer survive in the marketplace.
			3.12	The learner will identify reasons for differences in price between name brand products and lesser known products of similar quality.
			3.13	Given examples of advertising techniques, the learner will tell ways each influences teenage consumers.
			3.14	The learner will give examples of misleading sales gimmicks.
			3.15	Given specific labels, the learner will tell how each piece of information contributes to wise consumer choices.
			3.16	Given a list of products, the learner will compare the cost of each in different types of stores.
			3.17	The learner will list factors involved in making a "good" consumer choice of a product or a service.

				3.18	Given a situation involving a consumer choice, the learner will determine the "best buy" and defend the choice.
4.0	CONSUMER RIGHTS AND RESPONSIBILITY				
	Responsibility	4.10	The learner will explain reasons for exercising consumer rights and responsibilities.	4.11	Having described the rights and responsibilities of the consumer, the learner will explain reasons teenagers should become responsible consumers who exercise their rights.
		4.20	The learner will describe responsible use of products, including safety features and health hazards.	4.21	Given a product, the learner will tell ways to use it safely and responsibly.
		4.30	The learner will explain his/her role as a legally responsible consumer.	4.31	Given a series of case studies, the learner will determine whether or not the consumer acted in a legally responsible way.
	Coping/ Surviving	4.40	The learner will determine ways shoplifting affects businesses and consumers.	4.41	The learner will describe effects of shoplifting on business and on consumers.
	Appreciation	4.50	The learner will give examples of ways consumers can show appreciation for goods, services, or products.	4.51	The learner will write a letter to a business concern stating why their product or service met his/her needs.
	Leadership Qualities	4.60	The learner will use leadership qualities to exert a positive influence on consumer concerns.	4.61	Having selected a problem related to a consumer concern, the learner will use leadership skill in exerting a positive influence.
5.0	SPENDING LESS/ CONSUMING LESS				
	Recycling	5.10	The learner will identify various methods for recycling articles for home, personal, or community use.	5.11	Having surveyed his/her home and community, the learner will list recycled articles and tell the recycling method used.

		5.20	The learner will analyze the feasibility of recycling.	5.21	Given a "bunch of old stuff," the learner will analyze feasibility of recycling or extending its life.
	Prosumer	5.30	The learner will describe ways the prosumer can increase family or individual level of living.	5.31	The learner will compare the cost of ready-made goods with cost of material and time in making it.
				5.32	Given a family situation, the learner will suggest ways family needs can be met by producing goods or services for personal or family consumption.
	World Influences	5.40	The learner will relate world situations and events to product availability and cost.	5.41	Given a specific world situation or event, the learner will describe its effect on the availability/cost of product(s).
	Coping/ Surviving	5.50	The learner will identify ways of coping/surviving in the marketplace.	5.51	The learner will identify inflation fighting tactics in our everyday life.
	Energy Concerns	5.60	The learner will identify the effect of energy on cost of goods and services.	5.61	Given an example of goods and services, the learner will tell how its cost is affected by energy costs.
		5.70	The learner will compare various modes of transportation in terms of energy use and cost.	5.71	Given a list of modes of transportation, the learner will rank from high to low in terms of non-renewable energy use and cost.
6.0	CAREER AWARENESS				
	Careers	6.10	The learner will explore various career opportunities in consumerism.	6.11	The learner will list and describe a variety of careers in the area of consumerism.
	Entrepreneurship	6.20	The learner will explore entrepreneurship in consumer education.	6.21	Having identified a self-employment opportunity in consumer services, the learner will explore its feasibility.
		6.30	The learner will determine how consumer skills contribute to success in entrepreneurship.	6.31	Given situations related to self-employment, the learner will identify how consumer skills apply.

CHILD DEVELOPMENT

CONCEPTS		COMPETENCIES		LEARNER OUTCOMES	
1.0	CHILDREN AND YOU				
	Appreciation	1.10	The learner will identify positive contributions of younger children.	1.11	The learner will list reasons to appreciate younger children and ways of showing appreciation.
	Teenage Influence	1.20	The learner will identify ways teenagers influence small children.	1.21	Given situations involving teenagers and children, the learner will predict the effects on children.
2.0	DEVELOPMENT OF CHILDREN				
	Development	2.10	The learner will relate the developmental level of children to the expectations of other people.	2.11	The learner will explain the sequence of development of children.
				2.12	Given situations involving development of children, the learner will determine whether or not expectations are reasonable.
	Human Relationships	2.20	The learner will describe the effects of human relationships on the social growth of children.	2.21	The learner will explain the effect of relationships with significant others on the social development of children.
	Self-image	2.30	The learner will show the relationship between childhood experiences and self-image.	2.31	Given examples of childhood experiences, the learner will describe possible effects of each on the self-image of the child.
				2.32	Given situations involving significant others, the learner will state ways that a child's self-image can be enhanced.
	Responsibility	2.40	The learner will identify ways children learn responsibility.	2.41	The learner will give examples of ways children learn responsibility.

Play and Development	2.50	The learner will explain the relationships between children's play and their development	2.51	The learner will explain why play is an important part of a child's social, physical, emotional, and mental development.
			2.52	Given specific play activities, the learner will relate the activity to the type(s) of development to which they contribute.
Coping/ Surviving	2.60	The learner will identify childhood experiences that influence coping/surviving skills.	2.61	Given situations involving childhood experiences, the learner will identify the coping strategies used by children.
			2.62	Given situations involving problems children face, the learner will identify ways that teenagers and adults can help them learn to cope in positive ways.
Recycling	2.70	The learner will examine ways to make toys for children through recycling.	2.71	Given household objects and discarded toys, the learner will devise one educational and/or entertaining toy or game for children.
World Influences	2.80	The learner will recognize world situations that could affect children.	2.81	The learner will explain how specific world situations could affect children.
Energy Concerns	2.90	The learner will show ways to develop energy conservation attitudes and actions in children.	2.91	The learner will illustrate ways energy saving techniques may be taught to children.
Leadership Qualities	2.110	The learner will describe ways leadership qualities are developed in childhood.	2.111	Given a description of an activity, the learner will list the leadership qualities that can be developed through the activity.
	2.120	The learner will demonstrate leadership in solving community problems related to children.	2.121	Having identified a community need related to the development of children, the learner will exhibit leadership in relation to the problem.

3.0	CARE OF CHILDREN				
	Responsibility	3.10	The learner will assume responsibility for the care of a child.	3.11	The learner will plan, organize, and carry out a care-giving activity for a pre-school child.
				3.12	Given an example of a daily routine, the learner will describe an acceptable procedure to follow.
	Energy Concerns	3.20	The learner will identify ways of saving non-renewable energy in the care of children.	3.21	The learner will explain ways to save non-renewable energy in the care of children, with consideration given to safety and human energy demands.
	Responsibility	3.30	The learner will identify safety precautions necessary in caring for small children.	3.31	Given situations involving safety hazards, the learner will determine proper safety precautions.
	Coping/ Surviving	3.40	The learner will demonstrate appropriate coping strategies in caring for children.	3.41	Given problem situations involving children, the learner will determine appropriate coping strategies.
	Leadership Qualities	3.50	The learner will display leadership qualities that are helpful in the care of children.	3.51	The learner will plan and lead a play activity for children.
4.0	CAREER AWARENESS				
	Careers	4.10	The learner will examine career opportunities in the areas of child-care and development.	4.11	The learner will identify and describe career opportunities related to the care and development of children.
	Entrepreneurship	4.20	The learner will explore entrepreneurship in child care services.	4.21	Having identified a self-employment opportunity in child-care services, the learner will explore its feasibility.

HOUSING

CONCEPTS	COMPETENCIES		LEARNER OUTCOMES	
1.0 MY HOME				
Introduction	1.10	The learner will differentiate among terms related to housing.	1.11	The learner will describe the differences among house, dwelling, and home.
Appreciation	1.20	The learner will recognize positive factors concerning various types of housing.	1.21	The learner will identify positive aspects about his/her own dwelling.
			1.22	The learner will identify positive aspects of alternate types of housing.
Self-image	1.30	The learner will identify ways the living environment may reflect and/or affect self-image.	1.31	The learner will list ways housing and living environment may reflect and/or affect one's self-image.
2.0 MY FAMILY'S HOME				
Human Relationships	2.10	The learner will explain ways family relationships may be affected by housing.	2.11	Given descriptions of families and their housing, the learner will give examples of the effect of the amount and arrangement of living space on family relationships.
	2.20	The learner will describe how attitude toward sharing family's possessions affects relationship.	2.21	The learner will show how a family sense of "we" instead of "me" in the use of housing can improve relationships.
Coping/ Surviving	2.30	The learner will apply coping skills to problems in the living environment.	2.31	The learner will differentiate between aspects of the living environment over which teenagers can exercise some control and those over which they have little or no control.

				2.32	Given situations concerning problems in living environments, the learner will apply coping skills to arrive at solutions.
	Responsibility	2.40	The learner will demonstrate responsibility for safety, upkeep, and improvement of the home.	2.41	The learner will identify areas of housing responsibility that the teenager can assume or has assumed on a regular basis.
				2.42	The learner will describe a home improvement for which he/she has or will assume responsibility.
				2.43	The learner will identify areas of responsibility for safety in the home.
3.0	VOLUNTARY SIMPLICITY				
	World Influences	3.10	The learner will identify world influences that affect housing decisions.	3.11	Having identified external factors, the learner will describe possible effects on local housing decisions.
		3.20	The learner will relate voluntary simplicity to housing.	3.21	The learner will explain voluntary simplicity in relation to housing.
	Energy Concerns	3.30	The learner will plan ways to reduce energy consumption in the home.	3.31	Having identified the types and amounts of energy used in the home, the learner will describe the importance of energy conservation in the home.
				3.32	Having determined energy saving techniques appropriate for the home, the learner will make an energy conservation plan for use within his/her home.

	Recycling	3.40	The learner will identify ways to extend the use of household equipment and furnishings.	3.41	The learner will explain the value of extending the use of household equipment and furnishings.
				3.42	Having surveyed personal or family activities, the learner will develop a plan for extending the use of household items.
	Leadership Qualities	3.50	The learner will use leadership qualities to exert a positive influence on others about housing concerns.	3.51	The learner will identify leadership roles in solving and/or aleviating housing problems in the community.
				3.52	The learner will assume a leadership role in a community improvement project.
4.0	TECHNOLOGY				
	Computers	4.10	The learner will identify implications of computers in the home.	4.11	The learner will describe some uses of computers in the home and predict effects on the family.
		4.20	The learner will relate computer selection to family/personal needs.	4.21	Given a list of computer capabilities, the learner will tell how these can meet individual or family needs.
5.0	CAREER AWARENESS				
	Careers	5.10	The learner will determine some career opportunities in the housing area.	5.11	The learner will identify career opportunities in the area of housing and describe requirements.
	Entrepreneurship	5.20	The learner will explore entrepreneurship in housing.	5.21	Having identified a self-employment opportunity in housing, the learner will explore its feasibility.

CLOTHING AND TEXTILES

CONCEPTS	COMPETENCIES	LEARNER OUTCOMES
1.0 INFLUENCES ON CLOTHING CHOICES		
Human Relationships	1.10 The learner will relate dress to behavior and expectations of behavior.	1.11 The learner will identify the "message" conveyed by various types of clothing.
		1.12 The learner will identify appropriate dress in relation to roles and different occasions.
Self-image	1.20 The learner will explain relationships among clothing, self-image, and behavior.	1.21 The learner will identify relationships between clothing and self-image.
		1.22 The learner will predict ways clothing may affect behavior.
Motivations	1.30 The learner will identify motivations for clothing selection.	1.31 Given a series of pictures, the learner will identify the possible motivation for choosing the clothing.
Human Relationships	1.40 The learner will analyze the effects of peer pressure on clothing selection.	1.41 The learner will identify the ways peer pressure affects clothing choices.
Leadership Qualities	1.50 The learner will describe how fashion leaders influence clothing selections.	1.51 Given names and/or descriptions of people, the learner will identify those who are fashion leaders and explain the reasons.
Appreciation	1.60 The learner will appreciate the wide range of clothing choices available today.	1.61 The learner will compare the range of clothing choices today with those available in previous times.
Coping/ Surviving	1.70 The learner will determine alternative ways clothing needs and wants of the growing adolescent can be met.	1.71 Given a case study showing the activities of a teenager, the learner will identify ways clothing needs can be met when growth is rapid.

				1.72	The learner will determine various sources to add to or stretch his/her wardrobe.
				1.73	The learner will determine various sources to add to or stretch his/her wardrobe.
	Energy Concerns	1.80	The learner will comprehend the ways to reduce energy consumption through clothing.	1.81	The learner will illustrate how energy consumption can be reduced through clothing selection and use.
	World Influences	1.90	The learner will comprehend the effects of economic and cultural influences on clothing selection.	1.91	The learner will recognize the various cultural influences upon our clothing styles.
				1.92	The learner will determine how world economic factors influence production and availability of our clothing.
2.0	ACQUIRING CLOTHING				
	Responsibility	2.10	The learner will display responsibility in the selection of clothing.	2.11	The learner will describe responsible behavior in relation to his/her share of the family clothing budget.
				2.12	Given a list of garments, the learner will identify the details of each garment he/she should check when buying the garment.
				2.13	The learner will make responsible selection of clothing to be added to his/her wardrobe.
	Sewing vs. Buying	2.20	The learner will compare the advantages/disadvantages of constructing and buying his/her own clothing.	2.21	Given a list of clothing articles, the learner will weigh advantages and disadvantages of buying and sewing each item.

	Recycling	2.30	The learner will analyze the advantages, disadvantages and opportunities for recycling clothing.	2.31	The learner will list the places in the community where recycled or recyclable clothing may be obtained.
				2.32	Given a recyclable garment, the learner will complete the repairs and/or alterations to make it wearable.
3.0	CLOTHING CARE				
	Responsibility	3.10	The learner will use labels to determine how to care for clothing.	3.11	Given a clothing label, the learner will tell the proper care for the garment.
	Energy Concerns	3.20	The learner will analyze energy saving techniques for the care of clothing.	3.21	The learner will demonstrate energy saving techniques in the care of clothing.
	Responsibility	3.30	The learner will show responsibility for clothing care.	3.31	The learner will accept responsibility for laundry and other care of personal clothing.
4.0	CLOTHING CONSTRUCTION				
	Construction	4.10	The learner will use sewing equipment in constructing a project.	4.11	The learner will construct a simple project using proper machine operation and construction procedures.
5.0	CAREER AWARENESS				
	Careers	5.10	The learner will identify career possibilities in clothing manufacturing, design, sales, repair, cleaning, and other related fields.	5.11	The learner will identify a variety of careers in the area of clothing and textiles, and the requirements.
	Entrepreneurship	5.20	The learner will explain entrepreneurship in clothing and textiles.	5.21	Having identified a self-employment opportunity in clothing and textiles, the learner will explore its feasibility.

SUGGESTED RESOURCE MATERIAL FOR STEPS

BOOKS. The first three books listed are the books used throughout the course. They may be used interchangeable in many cases. The next three foods and nutrition books are listed first because they are the ones used most frequently in the Nutrition and Foods Unit. Again, they can often be used interchangeably.

Chamberlain et al. Teen Guide to Homemaking. McGraw Hill, 1982.

Foster et al. Creative Living. Maclean Hunter (Butterick), 1979.

McGinley. People: Caring, Deciding, Growing. Ginn, 1980.

Carson et al. How You Plan and Prepare Meals. McGraw Hill, 1980.

Jerome et al. Help Yourself: Choices in Food and Nutrition. Maclean Hunter, 1981. Also has Educator's Guide.

Medved. The World of Food. Ginn, 1981. Also Teacher's Resource Book: The World of Food by McDevitt.

Bratton. Home Management Is.... Ginn, 1975.

Cote. People, Food and Science. Ginn, 1979.

Cowan & Brinkley. A Family Is. Bennett, 1981.

Down & Pisesky et al. What's to Eat? Bennett, 1981.

Goodspeed & Smith. This Is the Life. Bennett, 1981.

Hildebrand. Parenting and Teaching Young Children. McGraw Hill, 1981.

Kowtaluk. Discovering Nutrition. Bennett, 1980.

Largen. Guide to Good Food. Goodheart Wilcox. 1979.

McFarland & Knoll. Exploring Careers in Child Care. McKnight, 1974.

McFarland. Exploring Careers in Hospitality and Food Service. McKnight, 1975.

McFarland. Exploring Careers in Living Environment. McKnight, 1981.

McFarland & Ranstetter. Exploring Fabrics. McKnight, 1977.

Riker & Riker. Me, Understanding Myself and Others. Bennett, 1977.

Sherwood. Homes Today and Tomorrow. Bennett, 1981.

Westlake. Parenting and Children. Ginn, 1981.

Westlake. Relationsihps, A Study in Human Behavior. Ginn, 1981.

PAPERBACK BOOKS AND PAMPHLETS

A Handbook of Child Safety. Gerber.

Barkin & James. The Complete Babysitter's Handbook. Simon & Schuster, 1980. Available from Home Economics School Services.

Canario. The Put-down Pro and Other Plays. Janus, 1980.

Cooper. Entrepreneurship: Starting A New Business. National Federation of Independent Business Research and Education Foundation.

Different Suds for Different Duds. Maytag, Consumer Education Department.

Energy for Today and Tomorrow. Energy Conservation Research.

Energy Mizer Letter. WV Cooperative Extension Service.

Go Easy on Energy: A 4-H Energy Project, Unit II. WV Cooperative Extension Service.

Home Economics Meets the Challenge: Vol. 4 - Coping with Crisis. WV Vocational Curriculum Laboratory.

Lindsey. Pregnant Too Soon: The Case for Adoption. EMC, 1980.

McIntosh. Sitting Safely. Gerber.

Millyard & Wilks. Getting Along. Pitman, 1980. Available from Home Economics School Services.

Money Management Institute. Your Clothing Dollar. Household International, 1981.

Reif. The Shoplifting Game. Lifetime Reading Series. Pitman, 1979. Available from Home Economics School Services.

Richards & Willis. How to Get it Together When Your Parents are Coming Apart. Bantam, 1976. Available from Home Economics School Services.

Riker & Riker. Finding My Way. Bennett, 1979.

Robson. My Parents Are Divorced, Too. Everest House, 1980. Available from Home Economics School Services.

Roderman. The Promise and Other Stories. Janus, 1980.

Saltzman et al. Super Heroes Super Healthy Cookbook. Warner Books, 1981.

Simon. Negative Criticism and What You Can Do About It. Argus, 1978. Available from Home Economics School Services.

Simon. Vultures. Argus, 1977. Available from Home Economics School Services.

The Boy and His Physique. National Dairy Council.

The Girl and Her Figure. National Dairy Council.

Paperback Books and Pamphlets - continued

The New Alcoholics: Teenagers. Public Affairs Pamphlet.

Treasurers of the Trail. 4-H Energy Project. WV Cooperative Extension Service.

Wood. Computer Awareness. South-Western, 1982.

GOVERNMENT PUBLICATIONS (available from Superintendent of Documents)

Dennis the Menace: Coping with Family Stress. #93007. Nat'l Center on Child Abuse and Neglect.

Cutting Energy Costs. The 1980 Yearbook of Agriculture.

Growing Your Own Vegatables. USDA.

Ideas for Better Eating. USDA, 1981.

Inexpensive Toys: Fun in the Making. US Dept. of Health and Human Services.

Keeping Poisons and Children Apart.

Mini-Garden for Vegetables. USDA.

The Importance of Play in Children. Public Inquiries, Nat'l Institute of Mental Health.

When Parents Divorce. Public Inquiries, Nat'l. Institute of Mental Health.

Young Children and Accidents in the Home. Children's Bureau.

TEACHER REFERENCES AND OTHER PUBLICATIONS

Americana Cookery. Favorite Recipes Press.

Dictionary of Occupational Titles. See guidance counselor or library.

Disaster Handbook for Extension Agents. (copy available in each county extension office)

Durr et al. Tapestry. 2nd grade Reading Series. Houghton Mifflin, 1976. (the story Evan's Corner is also a film on loan from WVa Library Commission).

Eisenman & Johnson. Coaches' Guide to Nutrition and Weight Control. Human Kinetics, 1982.

Ewald. Recipes for a Small Planet. Ballantine, 1975.

Fanslow & Compton. Entrepreneurship: A Senior High School Home Economics Career Exploration Unit. University Bookstore, Iowa State University.

Gussow. The Feeding Web. Bull Publishing Co., 1978.

Hamilton & Whitney. Nutrition Concepts and Controversies. 2nd ed. West Publishing. (nutritional analyses of fast foods reprinted from Ross Laboratories--Dietetic Currents, Ross Timesaver 8, (March-April 1981).

Handbook for Youth Centered Leadership. Nat'l. Assoc. Future Homemakers of America. July 1982.

The Heritage Cookbook. Better Homes & Gardens.

Lappe. Diet for a Small Planet. Ballantine, 1975.

National Geographic Society. A Special Report in the Public Interest: Energy, Facing Up to the Problem; Getting Down to Solutions. Feb. 1981. (Available in 10 or more copies)

Pestle. Integrating Voluntary Simplicity of Lifestyle into Home Economics. Florida State Dept. of Education. See Dr. Ruth Pestle in address list of publishers.

Silverstein. The Giving Tree. Harper & Row, 1964. (a story)

Smith. Food for Sport. Bull Publishing Co.

PERIODICALS -- Other issues of these periodicals are often appropriate.

Co-ed. Oct. 1980; Sept. 1981; Oct. 1981; and May 1982.

Changing Times. various issues.

Consumer Reports. various issues.

Current Lifestudies. Dec. 1977; Dec. 1978.

Forecast for Home Economics. Dec. 1974; Dec. 1976; Dec. 1977; Dec. 1978; Sept. 1977; April 1979; Dec. 1981; March 1982.

Illinois Teacher of Home Economics. March/April 1975; Jan/Feb. 1982.

Teen Times. See end of each unit for listing.

US News & World Report. Dec. 14, 1981 and Jan. 11, 1982.

VocEd. May 1982.

Other periodicals are listed in a supplement on microcomputers in the Housing Unit.

FILMSTRIPS AND FILMSTRIP KITS

BASIC CONCEPTS IN HOME ECONOMICS, PROGRAM 2 - MANAGEMENT. Maclean Hunter (Butterick)

BASIC CONCEPTS IN HOME ECONOMICS, PROGRAM 3 - FOODS. Maclean Hunter (Butterick).

BUY IT OR DO IT YOURSELF. Maclean Hunter (Butterick).

CARING FOR PRESCHOOLERS. Maclean Hunter (Butterick).

CHOOSING AND USING SMALL APPLIANCES. Maclean Hunter (Butterick).

COMPARISON SHOPPING. Maclean Hunter (Butterick).

DO YOU REALLY COMMUNICATE? Maclean Hunter (Butterick).

FOOD FOR TEENS. Dosix. Available from Nasco.

FOODS CROSS CULTURE. Educational Design. Available from Home Economics School Services.

GETTING THROUGH THE BAD TIMES: TEENAGE CRISES. Sunburst.

HOUSEHOLD BASICS. Rubbermaid.

HOW CAN YOU TELL IF YOU'RE REALLY IN LOVE? Educational activities, Inc. Available from ED-U Press

KEEPING FOOD FIT. Tupperware.

KIDS WHO HAVE KIDS ARE KIDDING THEMSELVES. Educational Activities, Inc. Available from ED-U-PRESS.

MICROCOOKING. Maclean Hunter (Butterick).

NEEDS AND WANTS: CHOICES IN DECISION-MAKING. Maclean Hunter (Butterick).

OK TO SAY NO: THE CASE FOR WAITING. Sunburst.

PLANNING TO EAT: A GUIDE TO SAVING TIME, MONEY, AND ENERGY. Tupperware.

SNACKS THAT COUNT. Dosix. Available from Nasco.

SOY PROTEIN. YOU'LL BE SURPRISED. Food Protein Council, 1980.

THE INCREDIBLE EDIBLE EGG. American Egg Board.

THE FAMILY TODAY. Maclean Hunter (Butterick).

TIME OF YOUR LIFE. Tupperware.

VARIETY IN MEAL PLANNING. Nasco.

WEIGHT CONTROL. Dosix. Available from Nasco.

WILL POWER. Argus. Available from Rancourt.

FILMS - ON LOAN

(from West Virginia Library Commission)

Alcohol: The First Decision.

Evan's Corner.

Gale is Dead.

Richie.

And Baby Makes Two.

(from West Virginia Fuel and Energy Office)

Featherfoot.

King Zog and the Energy Crunch.

KITS (NOT FILMSTRIPS) AND OTHER TEACHING MATERIAL.

Bauer. Shopping Know-How. Milliken. (transparencies and spirit masters)

Baugher. Clothing: Age Cycles and Choices. Milliken. (transparencies and spirit masters)

Baugher. Stress: A Life Factor. Milliken. (transparencies and spirit masters)

Campbell. If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else. (book and duplicating masters)

FOOD . . . YOUR CHOICE, LEVEL 4 - HOME ECONOMICS. National Dairy Council. (kit includes Comparison Cards and various teaching material.)

Garage Sale. Nasco. (game)

Gilberts. CLOTHING CARE AND REPAIR KIT. Nasco. (tapes and duplicating masters)

Howe. Taking Charge of Your Life. Argus. (book and duplicating masters)

Learn. Caring for a Home. Proctor & Gamble. (duplicating masters, activities)

Learn. Food Preparation. Proctor & Gamble. (duplicating masters, activities)

Schmelzel. Activities for Teaching Teenage Etiquette. Nasco. (spirit masters)

Schmelzel. Child Development Puzzle Pack. Nasco. (spirit masters)

Schmelzel. Family Relations and Parenting Puzzle Pack. Nasco. (spirit masters)

Woolfolk. Child Abuse and Neglect. Milliken. (transparencies and spirit masters)

ADDRESSES OF PUBLISHERS

Alcohol, Drug Abuse, and Mental Health Administration
5600 Fishers Lane
Rockville, MD 20857

American Egg Board
1460 Renaissance Drive
Park Ridge, IL 60068

Argus Communications
7440 Natchez Avenue
Niles, IL 60648

Ballantine Books, Inc.
201 E. 50th Street
New York, NY

Bennett Publishing Company
809 W. Detweiller Drive
Department B81
Peoria, IL 61615
Tel. 800-447-9900

E-D-U-Press
P.O. Box 583
Fayetteville, NY 13066

EMC Corporation
Changing Times Educational Service
180 East 6th Street
St. Paul, MN 55101
Tel. 800-328-1452

Energy Conservation Research
9 Birch Road
Malvern, PA 19355

Human Kinetics Pub.
Box 5076
Champaign, IL 61820

Illinois Teacher of Home Economics
1310 S. Sixth Street
Division of Home Economics
University of Illinois
Champaign, IL 61820

Favorite Recipes Press
P.O. Box 3396
Montgomery, AL 36109

Food Protein Council
1800 M Street, NW
Washington, DC 20036

Gerber Products Company
Fremont, MI 49412

Ginn and Company
P.O. Box 2649
Columbus, OH 43216
Tel. 800-848-9500

Goodheart-Wilcox
123 W. Taft Drive
South Holland, IL 60473
Tel. (313) 333-7200

Home Economics School Services
10,000 Culver Blvd.
Department 81, P.O. Box 802
Culver City, CA 90230

Janus Book Publishers
2501 Industrial Pkwy. West
Department 765A
Hayward, CA 94545

Maclean Hunter (Butterick)
708 Third Avenue
New York, NY 10017
Tel. 212-490-1000

Maytag Consumer Education Department
Newton, IA 50208

McGraw Hill Book Company
Distribution Center
Princeton Road
Highstown, NJ 08520
Tel. (609) 448-1700 Ext. 5254

McKnight Publishing Company
Box 854
Bloomington, IL 61701
Tel. (309) 663-1341

Money Management Institute
Household International
2700 Sanders Road
Prospect Heights, IL 60070

Nasco
901 Janesville Avenue
Ft. Atkinson, WI 53538

National Association Future Home akers
of America
1910 Association Drive
Reston,VA 22091

National Center on Child Abuse and
Neglect
P.O. Box 1182
Washington, DC 20013

National Dairy Council
6300 North River Road
Rosemont, IL 60018
(or contact Regional Dairy and
Nutrition Council)

National Federation of Independent
Business Research and Education
Foundation
150 West 20th Avenue
San Mateo, CA 19440

National Geographic Society
Department 5000
Washington, DC 20036

Dr. Ruth Pestle, Professor
Department of Home Economics Education
102 Sandels Building
Tallahassee, FL 32306

Public Affairs Pamphlets
381 Park Avenue South
New York, NY 10016

Rancourt and Company
P.O. Box 1025
Orange City, FL 32763

Rubbermaid Home Service Center
Wooster, OH 44691

South-Western Publishing Company
5101 Madison Road
Cincinnati, OH 45227

Sunburst Communications
Room G 2323
39 Washington Avenue
Pleasantville, NY 10570
Tel. 800-431-1934

Superintendent of Documents
Government Printing Office
Washington, DC 20402

Tupperware Educational Services
Department EF C80
P.O. Box 2353
Orlando, FL 32802

University Bookstore
Memorial Union
Iowa State University
Ames, IA 50011

Warner Books Inc.
75 Rockefeller Plaza
New York, NY 10019

West Publishing Company
50 West Kellogg Blvd.
St. Paul, MN 55102

WV Cooperative Extension Service
West Virginia University
Morgantown, WV 26506

WV Fuel and Energy Office
1591 Washington Street
Charleston, WV 25311
Tel. 1-800-642-9012

WV Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, WV 25271
Tel. 800-642-2670 (W. Va. only)
(304) 372-8673

Some Government publications can be obtained from:

Consumer Information Center
Pueblo CO 81009

Write for Consumer Information Catalog.

STEPS

SURVIVING TODAY'S EXPERIENCES AND PROBLEMS

SUCCESSFULLY

INTRODUCTORY UNIT

INTRODUCTORY UNIT

This unit is designed as a brief introduction to STEPS. It is organized around the unifying concepts in the course. More than one concept can often be introduced each day. These unifying concepts are carried through each of the subsequent units in the course, although the emphasis given in different units may vary. The units in STEPS are shown on the "helm" in the first lesson. This display is used in other lessons in the unit.

A series of 10 basic posters (one for each unifying concept) is used in the Introductory Unit. These posers are used with different inserts in all other units. The basic directions for these posters to be used as bulletin boards are given in this unit. Posters should be constructed sturdily since each will be used at least eight more times in the course. Inserts are simple to make, however.

Students learn about Future Homemakers of America in this unit under the Leadership Qualities concept. They learn about Extended Learnings under the Career Awareness concept. Sections relating to these aspects of the course are given in other units.

A brief description of the unifying concepts in STEPS follows:

RESPONSIBILITY. Students will learn to assume greater responsibility for themselves and what it means to be self-reliant. They will learn that they have responsibility to and for other people.

HUMAN RELATIONSHIPS. People--not things--make life worthwhile. Developing satisfying relationships with family and friends as a teenager provides the basis for developing a stable, satisfying family life as an adult.

APPRECIATION. Most people have learned to take what they have for granted. It is time to help our youth discover the things in their lives for which they can be thankful.

SELF-IMAGE. How the teenager sees him/herself has great impact on behavior. Learn-to view oneself as an OK person is a hedge against destructive peer influences and provides motivation to explore avenues of self-development.

COPING/SURVIVING. There are many events in our lives over which we have little control. The goal of the course is to help teenagers develop positive coping skills and not lose sight of goals in the process.

WORLD INFLUENCES. Our world today has been likened to a global village. Conditions and events around the world are the source of both problems and opportunities for us and our families.

RECYCLING. We are in danger of being buried in our own refuse piles in this country. Discarding goods that are still usable or that can be recycled for further use costs money and contributes to depletion of scarce resources.

ENERGY CONCERNS. We must learn to use less energy today from non-renewable sources if we are to stretch our supply for the future.

LEADERSHIP QUALITIES. Students can develop leadership skills through class and FHA Chapter activities that will enable them to make things happen and exert a positive influence over conditions that affect them and their families.

CAREER AWARENESS. Students cannot wait until after high school to begin considering career possibilities. Home economics encompasses a variety of career possibilities related to each unit, including entrepreneurship.

CONCEPT CHART

INTRODUCTORY UNIT

		Lesson Topic	
1.0	RESPONSIBILITY	1.11	Responsibility for own life
2.0	APPRECIATION	2.11	Things to appreciate
3.0	HUMAN RELATIONSHIPS	3.11	Importance of
4.0	SELF-IMAGE	4.11	Ideal self
5.0	COPING/SURVIVING	5.11	Defense Mechanisms
		5.12	Positive coping
6.0	WORLD INFLUENCES	6.11	Global village
7.0	ENERGY CONCERNS	7.11	Why conserve
8.0	RECYCLING	8.11	Why conserve
9.0	LEADERSHIP QUALITIES	9.11	Why develop
		9.12	FHA Chapter
		9.13	Parliamentary procedure
10.0	CAREER AWARENESS	10.11	Achieving career success

Unit: INTRODUCTORY **Concept** RESPONSIBILITY

Competency 1.0 The learner will develop a sense of responsibility for self and others.

Learner Outcome 1.11 The learner will explain how taking responsibility helps us direct our own lives.

Activities	**Resource Materials**
This course (STEPS) is about Responsibility. Look at the bulletin board and discuss what steps you will need to take to see your ship (your life) safely through your high school years. Why is this your responsibility more than anyone else's?	Supplement 1.11. STEPS toward Responsibility as Captain of my Ship. NOTE TO TEACHER: Directions are on page 2 of above supplement for constructing the series of 10 basic posters to be used throughout the STEPS course.
Discuss the perils that teenagers often encounter in their journey. If you are Captain of your Ship, what responsibility do you need to take to see you safely to your destination?	
Look at the helm and discuss how what you might learn in the different units in this class might help you assume responsibility for your own life.	Supplement 1.11. Steer a Straight Course.

Unit: INTRODUCTORY **Concept** APPRECIATION

Competency 2.0 The learner will develop appreciation for those things in life for which we can be grateful.

Learner Outcome 2.11 The learner will identify things to appreciate in our lives that we often take for granted.

Activities	Resource Materials
This course (STEPS) is about Appreciation. Look at the bulletin board and discuss the things we take for granted in our lives.	Supplement 2.11. STEPS to Appreciation for the Good Things in Your Life.
Discuss living conditions in other countries. Is there someplace else you would rather live? If so, find out how the average person lives there.	
Is there a time from the past you would have rather lived? If so, find out how the average person lived then.	
Discuss what we might have to appreciate in relation to each of the topics (units) shown on the helm. Play Itemized Response (IR). For each three things you name to appreciate, you may tell one thing you just can't appreciate. Raise your right hand if you want to tell something you appreciate, your left hand for something you don't appreciate.	Suppleemnt 1.11. Steer a Straight Course.

Unit: INTRODUCTORY **Concept** HUMAN RELATIONSHIPS

Competency 3.0 The learner will develop positive relationships with the people who are important in his/her life.

Learner Outcome 3.11 The learner will identify reasons why it is important for teenagers to develop good relationships with the people in their lives.

Activities	Resource Materials
This class is about Human Relationships. Look at the bulletin board and tell who the important people are in your life. Discuss what is mean by "significant others" (the people in your life who really matter).	Supplement 3.11. STEPS to Better Relationships with the People around You.
Why do most of us have to learn about getting along with other people? What have you learned up till now about getting along with people? How do our relationships with people change during the teenage years? How have you changed in relation to valuing the opinion of parents and other adults vs. the opinion of peers? What kinds of pressures do you feel from other people?	
Study the helm and discuss how human relationships might be involved in each of the units in this course.	Supplement 1.11. Steer a Straight Course.
Discuss why the teenage years are important in learning to develop good relationships with other people. How will what you learn now carry over in life after high school?	

Unit: INTRODUCTORY **Concept** SELF-IMAGE

Competency 4.0 The learner will develop a clear but positive image of him/herself.

Learner Outcome 4.11 The learner will describe how he/she would like to view him/herself.

Activities	Resource Materials
Close your eyes for a minute and picture yourself in your mind's eye--how you look physically and what you are like inside. Then write (for your eyes only) what you saw. Date this paper and file in your private folder for future reference.	
This class is designed to help you learn to like yourself, perhaps to became a person more like your ideal self, but to help you emphasize your strong points.	
Study the bulletin board and list any phrases that you can apply to how you see yourself.	Supplement 4.11. Take STEPS to Improve Self-image: I'm OK.
Discuss why teenagers often lose their self-identity as they leave childhood. How do you go about finding a new identity? How can you be sure your new identity if really you, not a copy of someone else?	
Use an ink pad and make a fingerprint on a card. Write your name on the card and make a display. Study the differences. Why is each fingerprint special? Why is each person in the class special? Sketch a body (animal, person, flower, insect, etc.) around the fingerprint and add the caption "I'm one of a kind."	
Write (for your eyes only) how you would like to view yourself. Date this paper also and save. Discuss how the units on the helm might help you in relation to how you see yourself.	Supplement 1.11. Steer a Straight Course.

Unit: INTRODUCTORY **Concept** COPING/SURVIVING

Competency 5.0 The learner will develop strategies that lead to growth for coping with problems.

Learner Outcome 5.11 The learner will identify defense mechanisms people use in coping.

Activities	**Resource Materials**
Discuss what teenagers have to cope with. List several ideas on the board. Discuss how people handle some of these problems.	
Discuss the defense mechanisms people use for coping with problmes when they don't feel strong enough to really face them.	
Put symbols on the flannel board as you read about and discuss defense mechanisms. Try to think of other examples of each.	Supplement 5.11. Defenses.
Discuss the pros and cons of using defense mechanisms to cope with problems. (They give you breathing time until you feel strong enough to deal with a problem, but if used too much, your view of the real world gets out of focus.)	
Play Platter Chatter. Pass a plain white paper plate around the room. Write down something that causes you stress. List the stressful situations on the board and discuss what can be done. Read Chapter 6 in Teen Guide.	Chamberlain et al. Teen Guide. Chap. 6.
Make a Stress Wheel as shown or with topics identified in Platter Chatter. Stick a pennant or flag in the area bothering you each day.	Supplement 5.11. Stress Wheel.

Unit: INTRODUCTORY **Concept** COPING/SURVIVING

Competency 5.0 The learner will develop strategies that lead to growth for coping with problems.

Learner Outcome 5.12 The learner will identify positive coping strategies for dealing with problems.

Activities	**Resource Materials**
View the bulletin board and discuss positive coping strategies for dealing with problems. You may add the footsteps one at a time as you read and discuss the information in the supplement if you wish.	Supplement 5.12. Coping: STEPS to Surviving Your Teenage Years.
Which of the positive coping strategies have you used? Why are these listed as positive coping strategies rather than as defense mechanisms?	
How does facing our problems and solving them help us grow?	
Set up a small nook in the classroom labeled "Trouble, trouble, toil and trouble." In this nook place a number of "trouble dolls" in a small box or basket. When you come to class troubled about something that you can't do anything about now, put out a trouble doll to worry for you during the day. If you take over worrying about the problem during the day, or if you initiate some action about the problem, you must come back and return the trouble doll to its box. If you feel the need for your trouble doll to continue worrying for you after school hours, ask your teacher to leave it out.	NOTE TO TEACHER: Tiny handmade trouble dolls in a box may be purchased at some museums or shops that have imported novelties (from Guatemala). Or class can make their own trouble dolls with a wooden clothespin or spoon.
Discuss the units on the helm. What problems might teenagers have to cope with in relation to each? What might you learn in each unit to help you cope in positive ways?	Supplement 1.11. Steer a Straight Course.

Unit: INTRODUCTORY **Concept** WORLD INFLUENCES

Competency 6.0 The learner will understand some ways our lives are intertwined with those of people everywhere.

Learner Outcome 6.11 The learner will explain why the world is called a "global village."

Activities	Resource Materials
View the bulletin board and discuss what is meant by a global village. What do people mean when they say "It's a small world," or "The world has shrunk"?	Supplement 6.11. STEPS to Understanding World Influences in the Global Village.
What things on the bulletin board have brought us into closer contact with the rest of the world? List some of the effects of being in closer contact with the rest of the world.	
Interview grandparents and great-grandparents (or other people in those age groups) about how travel and communication have changed in their lifetime.	
Prepare a report for the class on future predictions about electronic communications (TV with many world wide channels--interpreters provided, pictures added to telephone, electronic mail, newspapers, etc.) Discuss how our feeling about distance have changed.	
Look at the helm and discuss world influences related to the various topics or units in this course.	Supplement 1.11. Steer a Straight Course.

Unit: INTRODUCTORY **Concept** ENERGY CONCERNS

Competency 7.0 The learner will develop attitudes and practices consistent with conserving our non-renewable energy supply.

Learner Outcome 7.11 The learner will identify reasons for conserving our non-renewable energy supply.

Activities	**Resource Materials**
View the bulletin board and discuss what things you plan for your future may not be possible if we use too much energy today.	Supplement 7.11. STEPS to Conserving Energy: Coming Attractions--Your Future.
Find out about and report on some energy sources that may be possible for the future. What stands in the way of quick development of these energy sources?	
Why is it important to conserve our present supply of non-renewable energy? To become less dependent on other countries for our energy?	
How have people reduced the use of energy from non-renewable sources? What further reductions do you think could be made? Discuss possible changes in relation to each area listed on the helm.	Supplement 1.11. Steer a Straight Course.

Unit: INTRODUCTORY **Concept** RECYCLING

Competency 8.0 The learner will develop attitudes and practices consistent with a conservation ethic in relation to scarce natural resources.

Learner Outcome 8.11 The learner will identify reasons for becoming more conservative of scarce natural resources.

Activities	**Resource Materials**
Discuss the bulletin board in relation to what our dumps tell us about the way we live.	Supplement 8.11. Recycling--STEPS to Saving: Will our Dumps Overtake our Resources?
What needs to be considered besides money in relation to what we waste? Why does the rest of the world think we are wasteful?	
Tour a dump or divide into teams to check various places where things are discarded. Make a list of what is thrown away. Compile a list from the class.	
Break into groups and take part of the total list. Identify the raw materials or other scarce resources that have gone into what was discarded. Report to whole class and discuss how the amount discarded could be reduced.	
Break into three teams and interview someone in one of the following categories: an adult who remembers the depression of the 1930's; someone who remembers rationing of World War II; and someone who has lived in a country where great shortages existed. What do these people say it is like to have big shortages?	
Discuss what we might learn in relation to the various areas on the helm about conserving materials and recycling.	Supplement 1.11. Steer a Straight Course.

Unit: INTRODUCTORY **Concept** LEADERSHIP QUALITIES

Competency 9.0 The learner will develop leadership skills to help direct the course of events and exercise these skills in positive causes.

Learner Outcome 9.11 The learner will identify reasons to develop leadership skills.

Activities	**Resource Materials**
Divide into four groups and attempt to solve a problem or puzzle that requires some teamwork and coordination. Appoint an observer for each group. Time how long it takes each group to solve the problem or puzzle.	
Ask the observers to tell in which groups a clear leader emerged. Was there a difference in the amount of time it took groups to solve the problem when they had a leader?	
Complete the Supplement and discuss leadership situations. Why might you prefer being a leader/follower in situations listed?	Supplement 9.11. What Will You Lead?
Read and dramatize the types of leaders described. Discuss the questions in the supplement.	Supplement 9.11. Lead in Style.
Choose a partner and complete the worksheet. Share ideas with the class. What do different groups think a leader should be?	Supplement 9.11. Exploring the Qualities of a Leader.
Identify all the reasons you can think of to develop leadership skills. How can you move back and forth between the role of leader and the role of follower? What might happen to a group if it has only one person who can lead?	

Unit: INTRODUCTORY **Concept** LEADERSHIP QUALITIES

Competency 9.0 The learner will develop leadership skills to help direct the course of events and exercise these skills in positive causes.

Learner Outcome 9.12 The learner will identify opportunities to develop leadership qualities through FHA Chapter activities.

Activities	**Resource Materials**
View the bulletin board and discuss what leadership roles you might like to have in the future. How will what you do as a teenager affect what you might do in the future as a leader?	Supplement 9.12. STEPS to Leadership: Who Knows Where. . . ?
Discuss the opportunities you might have in Future Homemakers of America to develop leadership.	Handbook for Youth Centered Leadership. National Association Future Homemakers of America, Inc. July 1982.
Have a workshop to learn about Future Homemakers of America. Organize an FHA Chapter. Discuss how such a chapter can operate within the classroom structure.	Note to teachers: The handbook listed above replaces a number of previous publications, including Impact.
Discuss possible programs or projects you might like to assume some leadership for in relation to the different units in this class.	Supplement 1.11. Steer a Straight Course.
NOTE TO TEACHER: Suggestions for FHA Chapter activities are listed at the end of subsequent units but students may also wish to assume leadership in relation to other activities listed in units.	

Unit: INTRODUCTORY **Concept** LEADERSHIP QUALITIES

Competency 9.0 The learner will develop leadership skills to help direct the course of events and exercise these skills in positive causes.

Learner Outcome 9.13 Having explained the purpose of parliamentary procedure, the learner will identify basic procedures to follow.

Activities	**Resource Materials**
Discuss what might happen in congress or in the state legislature if there were no parliamentary procedures established to settle differences.	
How does parliamentary procedure save us from the "law of the jungle"?	
What types of organizations follow parliamentary procedures more carefully? Under what circumstances can groups operate less formally?	
Role play situations in which you fail to get someting accomplished in a group because you don't know procedures to follow. How would you feel?	
Have a parliamentary procedure workshop. Study the information in supplements and have a meeting (real or role played).	Supplement 9.13. Parliamentary Procedure. Supplement 9.13. Parliamentary Procedure Pairs. Supplement 9.13. Motion in Order.
Discuss other terms you have heard related to parliamentary procedure or schedule additional workshops later in the year to learn additional rules.	

Unit: INTRODUCTORY **Concept** CAREER AWARENESS

Competency 10.0 The learner will explore home economics related occupations and describe how home economics contributes to career success regardless of occupation.

Learner Outcome 10.11 The learner will identify ways teenagers can gain experiences that lead to career success.

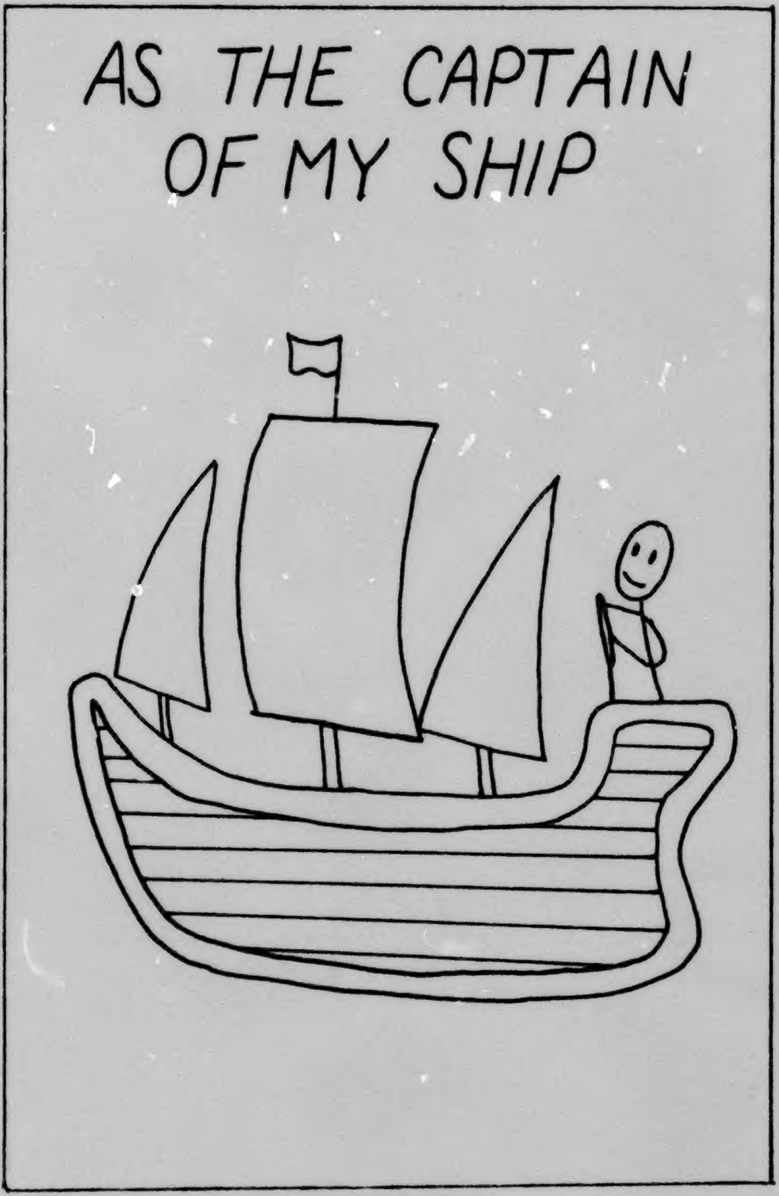
Activities	**Resource Materials**
Study the bulletin board and identify all the things you can think of that a teenager could do to achieve career success.	Supplement 10.11. STEPS to a Career: Travel the Highway of Success.
Discuss what you mean by having a successful career. How can you achieve this goal?	
Why will it become even more important in the future than in the past to prepare for a career?	
Discuss possible careers in relation to the areas listed in the helm. How might some of the areas help you achieve career success in any occupation you might choose?	Supplement 1.11. Steer a Straight Course.
Discuss how you can gain additional knowledge and experience through Extended Learnings related to each unit. (Extended Learnings are learning experiences carried on in the home or community that extend what is learned in class.)	
NOTE TO TEACHER: Suggestions for Extended Learnings are listed at the end of subsequent units. Other activities within the units may be used as Extended Learnings if not completed in class. Some suggestions may duplicate those listed for class activities, so may be used for either purpose. HOME/STEPS modules are listed both places. HOME for STEPS is published as a separate volume and may be obtained from the WVa Vocational Curriculum Laboratory.	

SUPPLEMENTS FOR INTRODUCTORY UNIT

No.	Title of Supplement	Page
1.11	STEPS toward Responsibility as Captain of my Ship	i-2
1.11	Steer a Straight Course	i-3
2.11	STEPS to Appreciation for the Good Things in your Life	i-4
3.11	STEPS to Better Relationships with the People around You.	i-5
4.11	Take STEPS to Improve Self-image: I'm OK	i-6
5.11	Defenses	i-7
5.11	Stress Wheel	i-12
5.12	Coping: STEPS to Surviving your Teenage Years . . .	i-13
6.11	STEPS to Understanding World Influences in this Global Village	i-16
7.11	STEPS to Conserving Energy: Coming Attractions . . .	i-17
8.11	Recycling--STEPS to Saving: Will our Dumps Overtake our Resources?	i-18
9.11	What Will You Lead?	i-19
9.11	Lead in Style	i-20
9.11	Exploring the Qualities of a Leader	i-22
9.12	STEPS to Leadership: Who Knows Where. . .?	i-23
9.13	Parliamentary Procedure	i-24
9.13	Parliamentary Procedure Pairs	i-25
9.13	Motion in Order	i-26
10.11	STEPS to a Career: Travel the Highway of Success . .	i-27

Supplement 1.11
INTRODUCTORY UNIT
Responsibility

STEPS TOWARD RESPONSIBILITY


AS THE CAPTAIN
OF MY SHIP

CONSTRUCTING BULLETIN BOARDS

This bulletin board is the first in a series to be used in this unit and all units that follow. To make the series you will need 10 sheets of heavy poster board 22"X28". You will also need 5 sheets of medium weight poster board of the same size.

Cut a hole approximately 10½ X 16½" in a heavy sheet of poster board. Cut a medium weight poster board in half and tape securely to the back to cover the opening. Leave open at the top when you tape the half sheet in place to form a slot. Each sheet of medium weight poster board will make the backing for two posters. Sturdy tape (such as nylon filament) is needed. Try out the insert described later before taping too securely, however.

Letter the main caption on the poster (STEPS toward Responsibility). Stick-on letters are recommended. Laminating the poster will make it last longer.

Draw the picture of the ship and letter the part of the caption "As the Captain of My Ship" on double sized construction paper (12 X 18"). Insert in slot to complete the bulletin board.

Check carefully before constructing the rest of the series to see that poster will be visible from where you will use it. If you cannot work out an arrangement so that students can see it easily, you may need to adapt the directions.

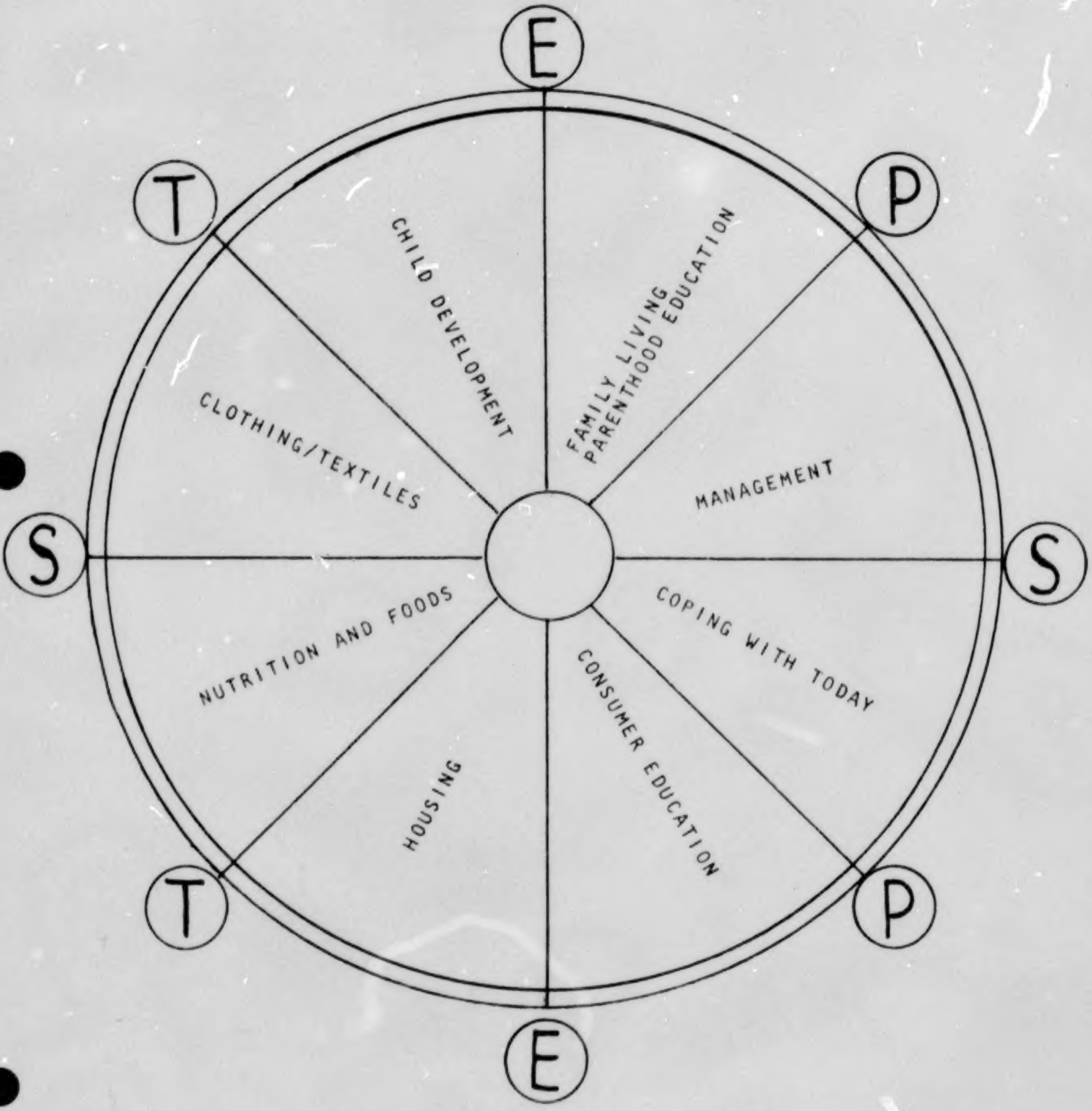
All 10 posters are used in this unit. Each is used again at least once in other units. Thus, you will have well over 100 bulletin boards by changing the inserts. Inserts can be made quickly by projecting the image from the supplement with use of the opaque projector on to the sheet of construction paper and simply tracing.

Label each insert as it is made. You may also want to consider color coding to make it easier to find the correct insert the next time. For example, all inserts for Responsibility might be made on the same color of paper.

The series of posters may be left up in the room if you have space. Move the one you are currently using in a lesson to a place of prominence. Leave the previous insert in until that poster is used again so that students do not see the new insert until the day it is used in a lesson.

As you leaf through this supplement section, note that the main caption always uses STEPS in larger letters. The rectangular picture will help you identify the bulletin boards that are a part of this series.

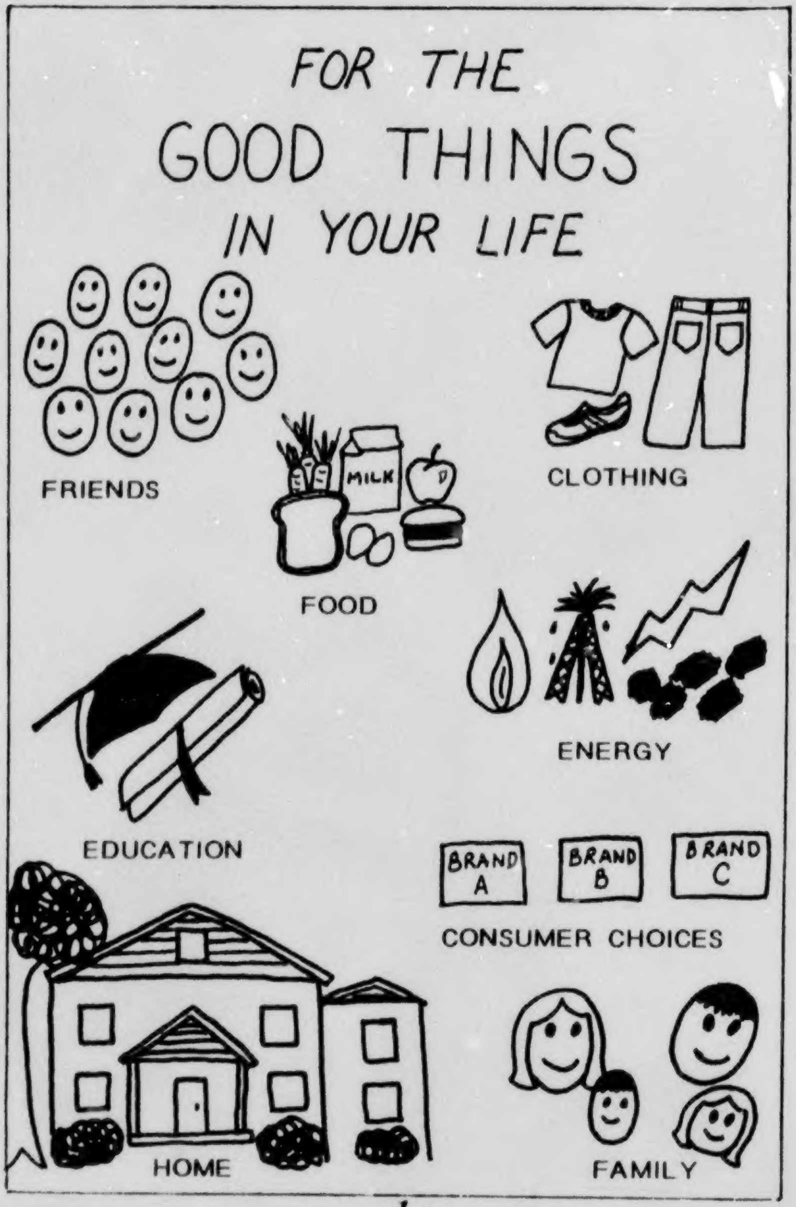
STEER A STRAIGHT COURSE


E
T
P
CHILD DEVELOPMENT
FAMILY LIVING
PARENTHOOD EDUCATION
CLOTHING/TEXTILES
MANAGEMENT
S
S
NUTRITION AND FOODS
COPING WITH TODAY
HOUSING
CONSUMER EDUCATION
T
P
E

Make a large helm for use throughout this unit.

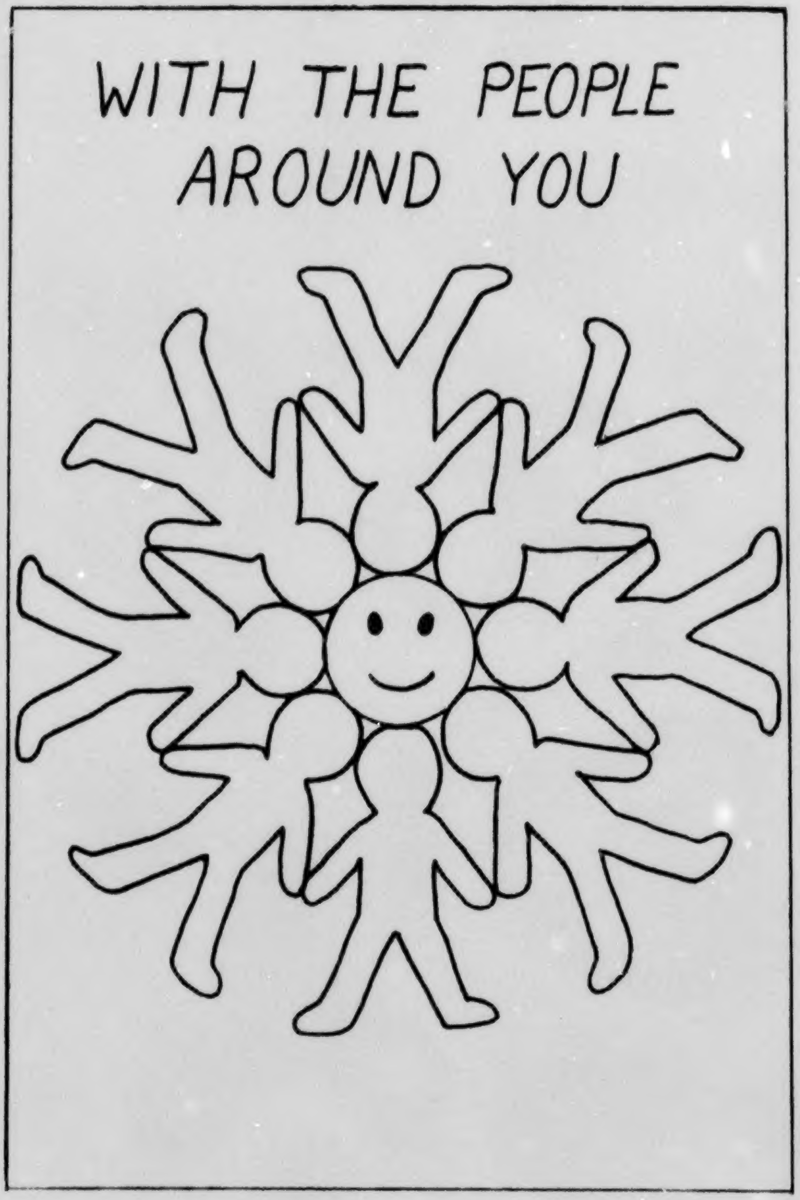
Supplement 2.11
INTRODUCTORY UNIT
Appreciation

STEPS TO APPRECIATION


FOR THE
GOOD THINGS
IN YOUR LIFE
FRIENDS
MILK
FOOD
CLOTHING
ENERGY
EDUCATION
BRAND A
BRAND B
BRAND C
CONSUMER CHOICES
HOME
FAMILY

Supplement 3.11
INTRODUCTORY UNIT
Human Relationships

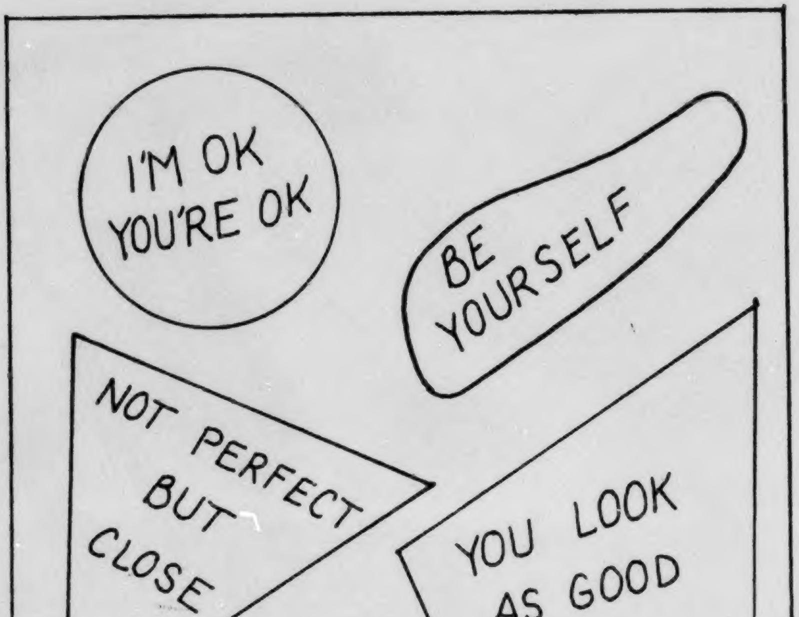
STEPS TO BETTER RELATIONSHIPS


WITH THE PEOPLE
AROUND YOU

PEOPLE NEED PEOPLE

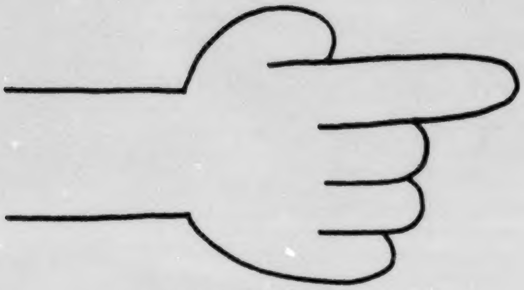
Supplement 4.11
INTRODUCTORY UNIT
Self-IMAGE

TAKE **STEPS** TO IMPROVE SELF-IMAGE

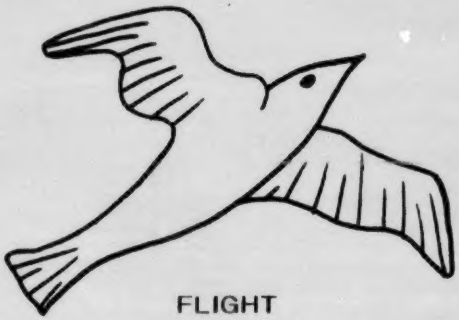

I'M OK YOU'RE OK
BE YOURSELF
NOT PERFECT BUT CLOSE
YOU LOOK AS GOOD AS YOU FEEL
LEARN TO LIKE YOURSELF
I'M AN ORIGINAL

Supplement 5.11
INTRODUCTORY UNIT
Coping/Surviving

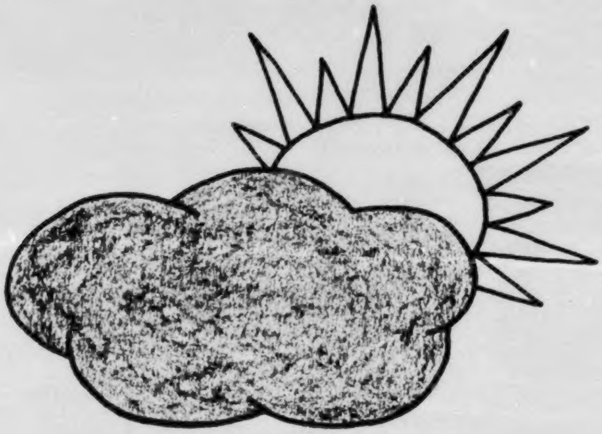
DEFENSES



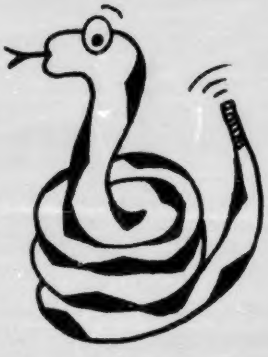
PROJECTION



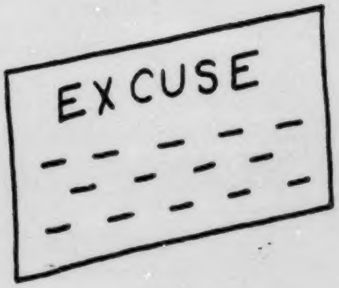
FLIGHT



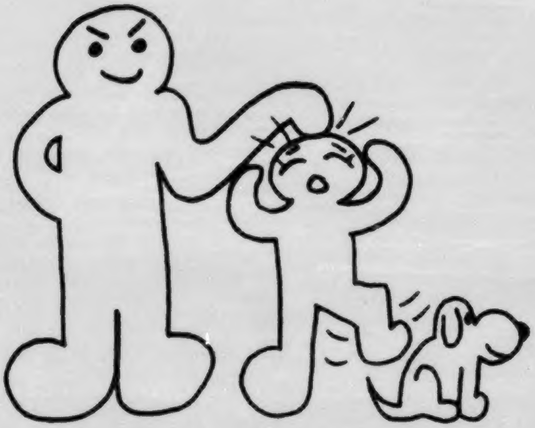
CONVERSION



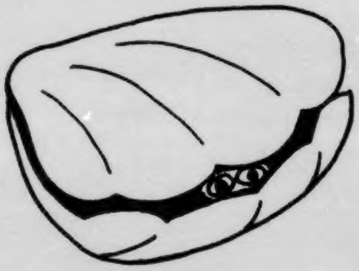
AVOIDANCE



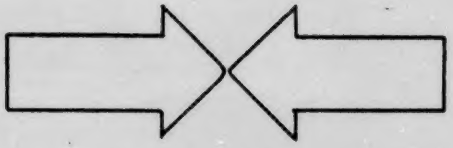
RATIONALIZING



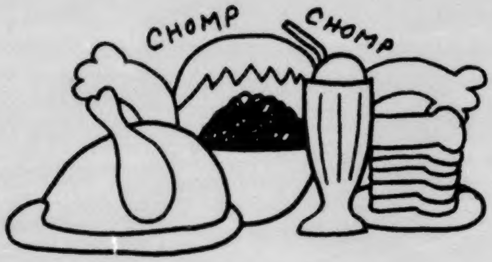
DISPLACEMENT



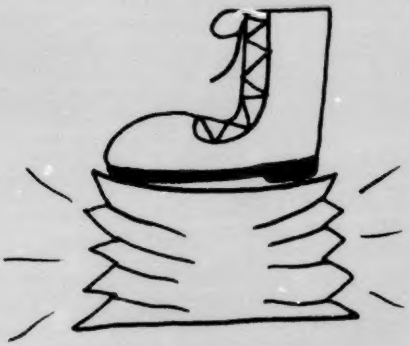
WITHDRAWAL



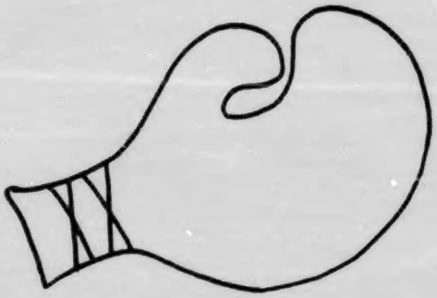
COMPROMISE



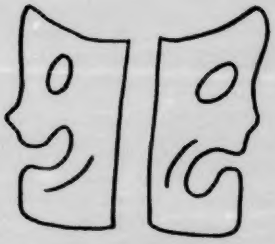
COMPENSATION



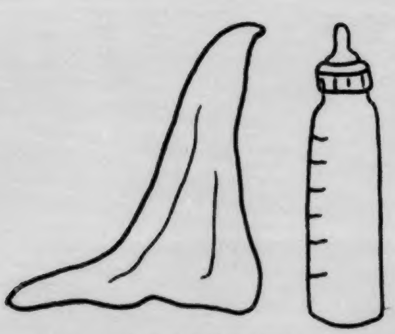
REPRESSION



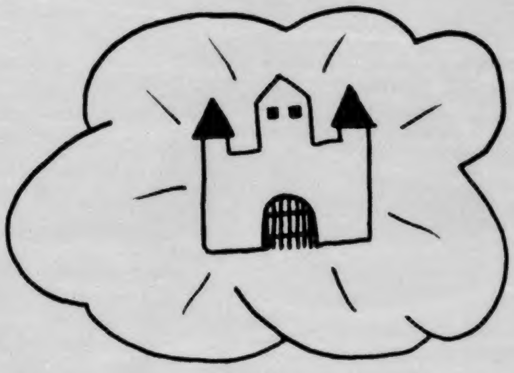
FIGHT



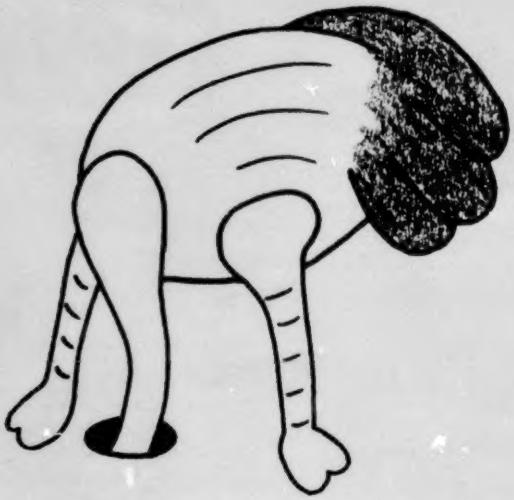
REACTION FORMATION



REGRESSION



FANTASY



DENIAL

Sketches should be enlarged and prepared for use on the flannel board. Put up one at a time as defenses are discussed.

Use these symbols throughout the course along with the positive coping mechanisms in the next lesson.

Defense mechanisms are healthy! They help us postpone dealing with situations that are threatening or frightening to our emotions. But when they are used continually, they begin to distort reality. We do not see the world clearly. This is NOT healthy.

The following page defines and gives examples of the major defense mechanisms people use. They are methods our brain uses many times without our even being aware of it. Once you learn about defense mechanisms, you may recognize more clearly when you are using them.

1. PROJECTION. to put the blame on someone else.

   If you hadn't come over to borrow my math book, you would never have stolen my girlfriend/boyfriend. You're to blame for my loneliness.

2. FLIGHT. to run or walk away under fire.

   I feel outnumbered. I've got to get away from them.

3. CONVERSION. change a bad situation into a good one.

   But one good thing about it is that the family talks more together now that the TV is broken.

4. AVOIDANCE. keep away from a specific person or situation after some experience.

   After the argument with my mother about the car, I don't think I will even mention it again.

5. RATIONALIZING. making excuses.

   You know why I didn't pass that test today? Those test questions had nothing to do with what we had in class.

6. DISPLACEMENT. take it out on someone else.

   I was so mad when my dad bawled me out that I took out my anger on my brother.

7. WITHDRAWAL. lack of interest; apathy.

   I've had it! I don't want to hear it any more. Leave me alone. I'll withdraw to the safety of my room.

8. COMPROMISE. meeting halfway.

   Let's compromise. If you'll take me to the football game Saturday, I'll babysit for you tonight.

9. REPRESSION. forget the bad times.

   I can't let myself keep thinking about this anymore.

10. COMPENSATION. make up to yourself for some loss.

    I feel terrible about my score on the math test. I think I'll treat myself to a soda.

11. REACTION FORMATION. go overboard in expressing a feeling that is expected of you but that you don't have.

    I really don't like this music all that well, but everyone raves about it so, I do too.

12. **FIGHT.** self-defense; stand up for yourself.

    You can't insult me like this! I will not stand for it.

13. **REGRESSION.** go back to an earlier level of behavior.

    Linus: Where's my security blanket?

14. **FANTASY.** day-dream; create an ideal situation in your mind.

    I can see myself now--the best cheerleader in the world, admired by all, thousands applauding me, cards, gifts, while I inspire the team to win.

15. **DENIAL.** refuse to admit that there is a problem.

    Oh, no. Jim and I aren't having any problems. He sent me a beautiful bracelet last week for my birthday.

NOTE: Avoidance, flight, and withdrawal seem similar but are different in this way:

Avoidance--there is a particular thing or person you stay away from.

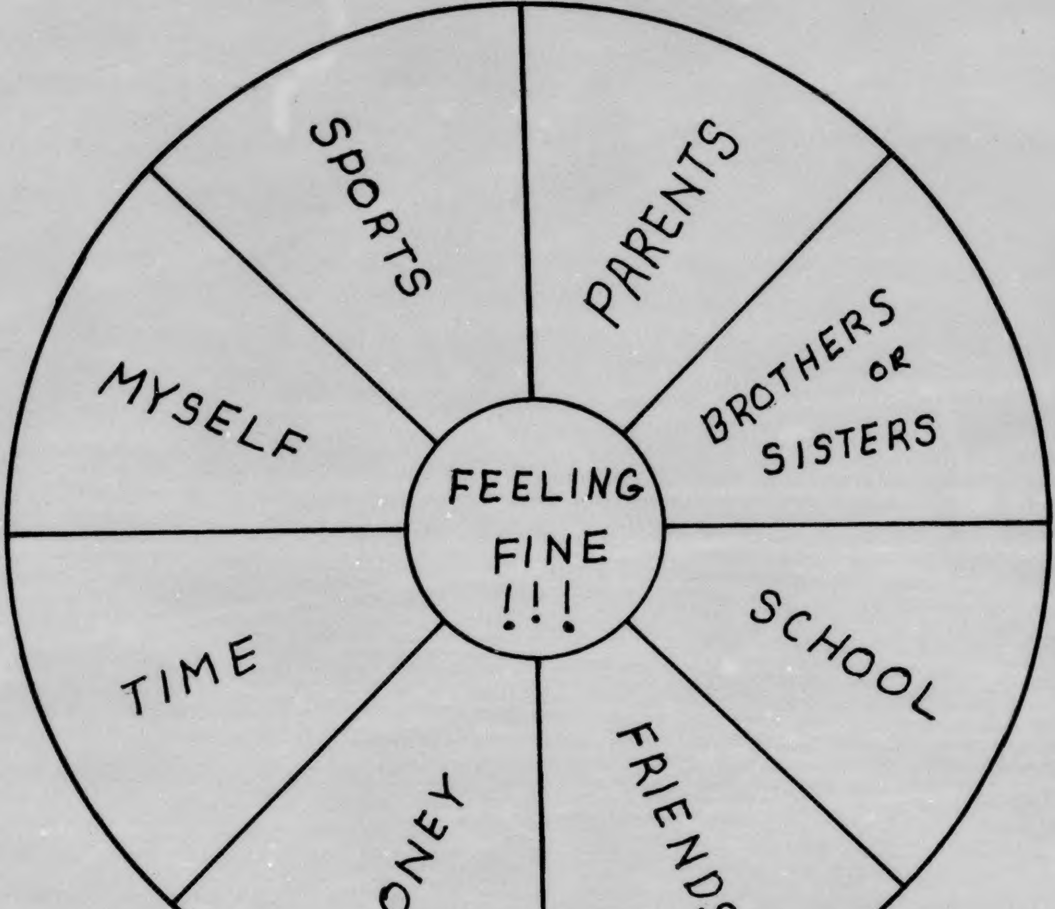
Flight--postponement.

Withdrawal--totally removing yourself from everything.

Flight and fight are physical as well as mental. The body will automatically protect itself from danger. When you are physically threatened, your body gets extra strength suddenly to fight or flee.

As you can see, most defense mechanisms are not harmful used in moderation. Others may be only harmful under certain circumstances. For example, compromise is often necessary and good. It becomes harmful if you find yourself compromising very often where your values (what you believe in) are concerned. It may also be bad if you feel that you are always "getting the short end of the stick" in the compromise.

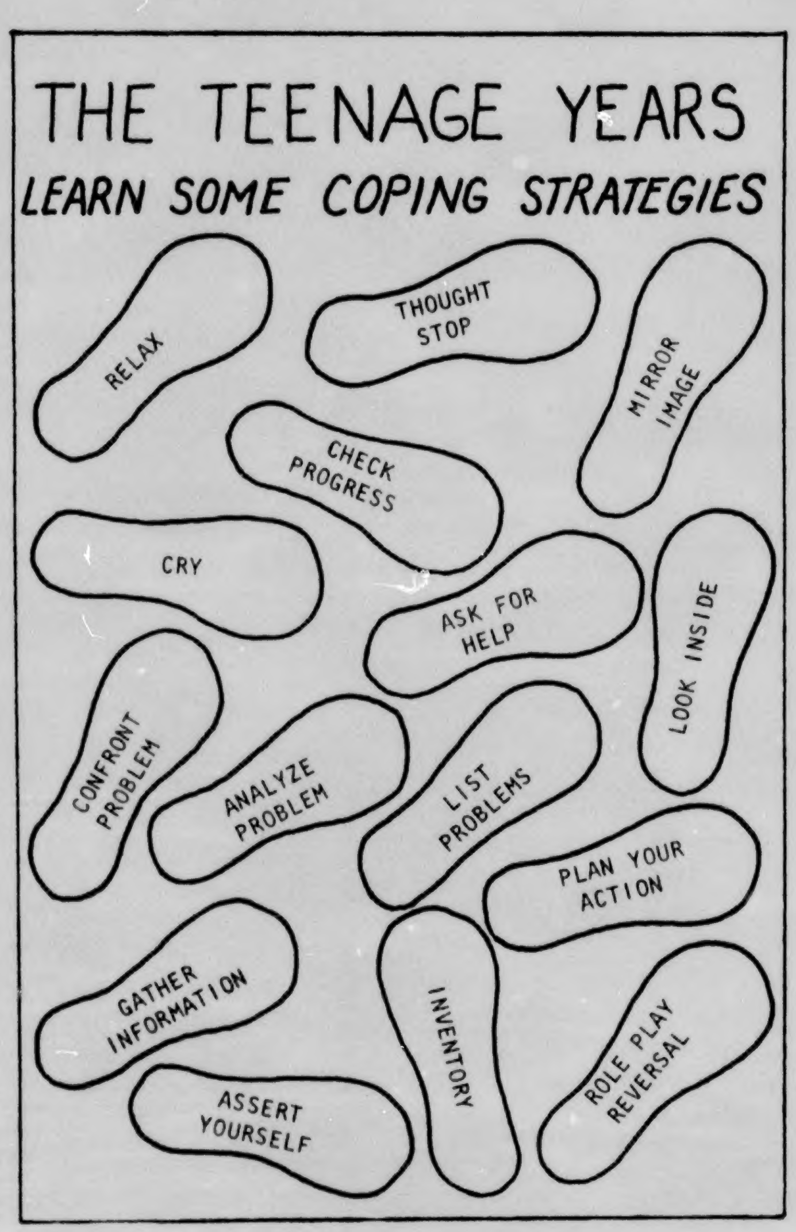
STRESS WHEEL


SPORTS
PARENTS
BROTHERS OR SISTERS
SCHOOL
FRIENDS
MONEY
TIME
MYSELF
FEELING FINE !!!

Make the Stress Wheel from poster board and mount on soft surface. Student markers may be pennant or flag shaped, with or without names. If students prefer, they may use a code rather than their name on the markers.

Supplement 5.12
INTRODUCTORY UNIT
Coping/Surviving

COPING--STEPS TO SURVIVING


THE TEENAGE YEARS
LEARN SOME COPING STRATEGIES
RELAX
THOUGHT STOP
MIRROR IMAGE
CHECK PROGRESS
CRY
ASK FOR HELP
LOOK INSIDE
CONFRONT PROBLEM
ANALYZE PROBLEM
LIST PROBLEMS
PLAN YOUR ACTION
GATHER INFORMATION
INVENTORY
ROLE PLAY REVERSAL
ASSERT YOURSELF

COPING STRATEGIES

How well you survive your teenage years may depend on the type of coping strategies you use. You may barely survive--at least still be alive (more or less) if you constantly depend on defense mechanisms to get you through. Many kids manage to kill themselves when their defense mechanisms fail and they have no other coping strategies to take their place.

Sound grim? There is an alternative. Learn to face up to life's problems by using positive coping strategies. These will help you grow as a person--not just get by.

1. Relax. This will help you face the battle of life. No depending on drugs and alcohol, though.
2. Thought Stopping. Schedule a time when you can deal with a problem. Meanwhile, forget about it until that time comes. **Say outloud, "STOP THOUGHT."**
3. Ask for help. No need to pretend everything is rosy when it's not.
4. Look inside yourself for strength. When your problems overwhelm you, you must start with yourself. **You are strong. Have faith in yourself!**
5. Mirror Image. Look in the mirror and talk to yourself. You have a partner--a comrade inside.
6. Cry if it helps relieve some of the frustrations of life. Bottling it all up may lead to ulcers or an explosion. **It's not sissy to cry.**
7. Write an inventory of your negative thoughts. Then write the good thoughts.
8. Play role reversal to get a different slant on things when your problem is another person. **Pretend to be the other person and that person be you.**
9. List your problems to help pinpoint what you need to deal with. It helps clear the mind.
10. Analyze the problems. Does it concern a decision you have to make, other people, or yourself?
11. Plan your action. Decide which problems to tackle first and how you will do it. If things are too muddled, took inside yourself first.
12. Check your progress. Keep track of the problems you deal with successfully or your progress toward solving them.
13. Assert yourself. If people always take advantage of you, stop it. Assertiveness, not agression, please.

14. Gather information about your problem. Ask different people. See what you can find to read. Don't operate in the dark.

15. Confront your problem if you are strong enough. What's the worst that can happen? How can you accept a serious loss? Facing a serious loss may involve use of crises techniques.

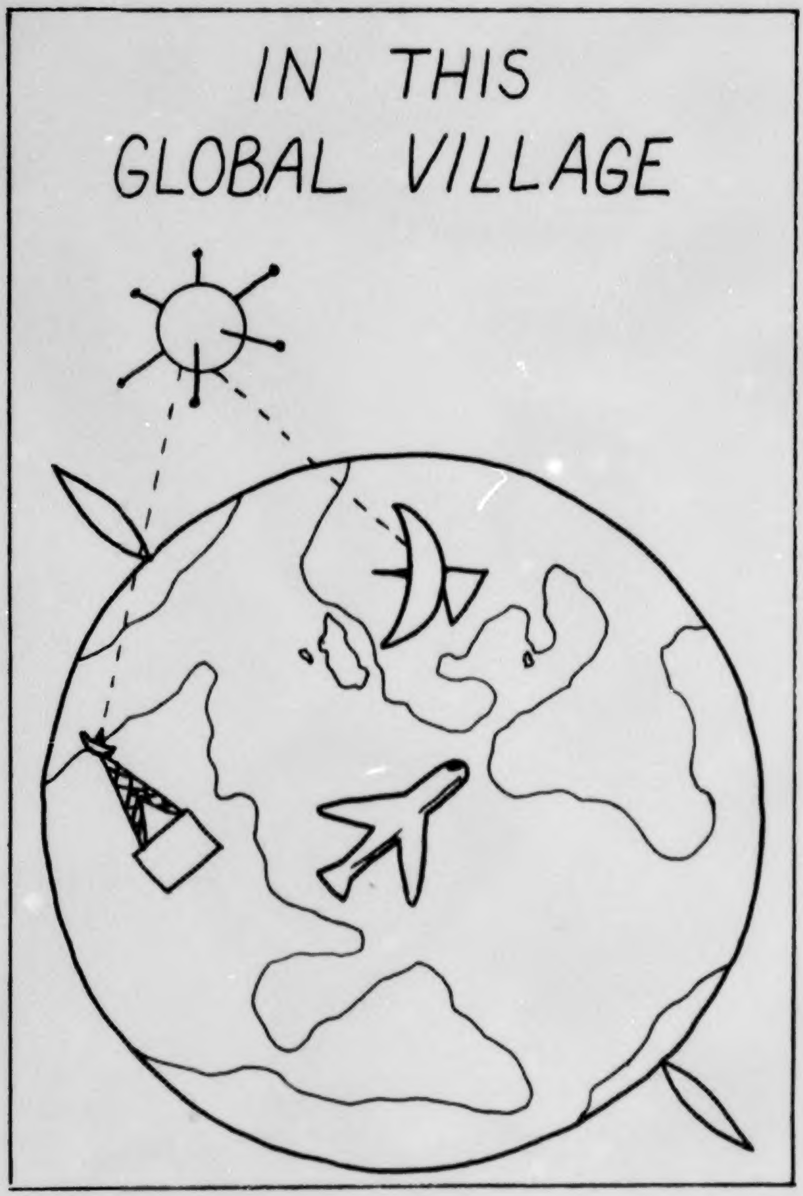
In this class what we mean by positive coping is successfully facing or confronting most situations without unnecessary internal emotional or mental trauma or stress. If you can face problems in life and remain your natural self or grow with the experience, you have coped in a positive manner.

Check yourself. How might you cope with the following situations?

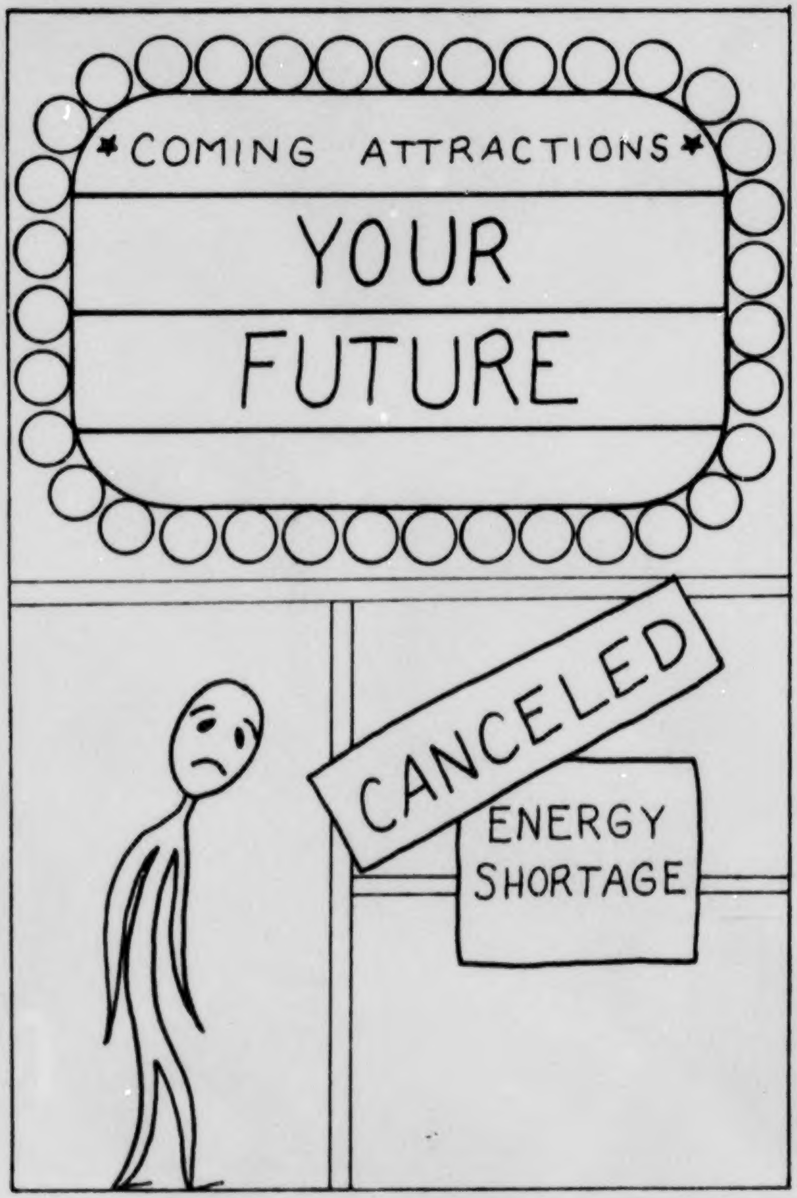
1. A headache
2. Lack of communication on the part of someone near you
3. Lost wallet with ID and pictures
4. Lost your money
5. A person speaking a foreign language that you don't understand
6. Doing poorly in one of your classes
7. People gossiping about you
8. Not having the "right" clothes
9. Being deceived by someone
10. Anticipating event
11. Jealousy
12. Death of a pet
13. Quarreling or fighting in the family
14. Bad news concerning family or friend
15. Having something to do that you dread
16. Not having as much freedom as your friends
17. A friend moving
18. Being punished
19. Not living up to your own expectations
20. Having to quit an activity

Supplement 6.11
INTRODUCTORY UNIT
World Influences

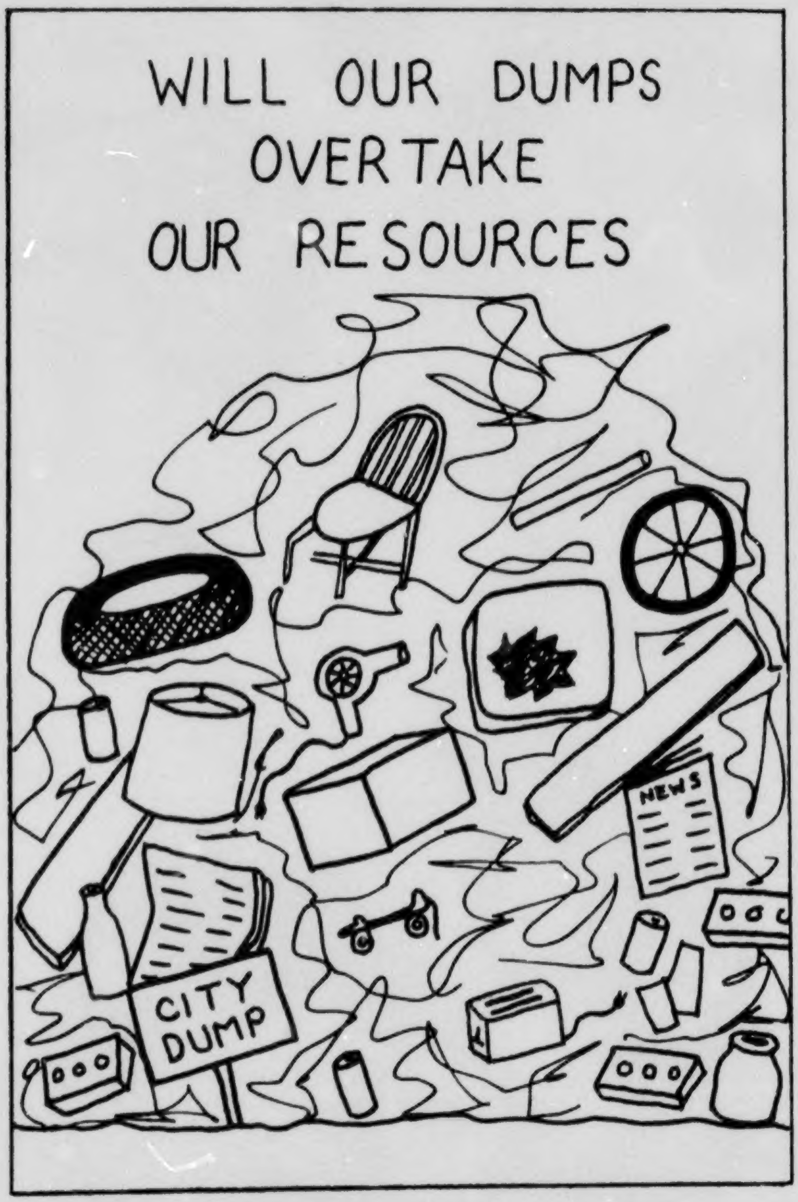
STEPS TO UNDERSTANDING WORLD INFLUENCES


IN THIS GLOBAL VILLAGE

STEPS TO CONSERVING ENERGY


COMING ATTRACTIONS
YOUR
FUTURE
CANCELED
ENERGY
SHORTAGE

RECYCLING--**STEPS** TO SAVING


WILL OUR DUMPS
OVERTAKE
OUR RESOURCES
NEWS
CITY
DUMP

USE IT UP

WHAT WILL YOU LEAD?

Which of the following experiences or positions would you like to lead or have? In which would you prefer to be a member or follower? Why?

1. President of General Motors
2. Athletic Club
3. A jungle expedition
4. Charity drive for senior citizens
5. Youth club organization
6. A space trip
7. Recycling organization
8. Community Mental Health group
9. Automobile Racing Club of America
10. President of local bank

List 5 other situations in which you would prefer to be the leader. Tell why.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

LEAD IN STYLE

Different leaders have different styles of leadership. They operate in quite different ways.

1. Select four students to read one of the statements below (without the type of leader). Then have other students try to identify the leadership style. If they have trouble, write the four types on the board.

2. After the four types of leadership have been identified, play "Hot Seat." The four students will sit facing the group while the group asks questions of them as to how they would handle different situations that arise. Students assuming the role of each leader should answer in relation to the particular leadership style they represent.

   Examples of questions:

   A. What would you do if the group had bills they couldn't pay?

   B. What would you do if you couldn't get people to do their part after they said they would?

   C. What would you do in an emergency when time was a big factor?

   D. What would you do about disagreement among members of the group?

3. Discuss whether or not the same leadership style is best for all groups in all situations.

4. Discuss the type of leader you would prefer to have.

5. What typed of leadership style do you use or might use?

Democratic Leader. I'll go by whatever the group decides. I'll try to see that all views are expressed while the group is deciding. Once a direction is chosen, I'll do my best to see that it is followed. The group will have to help in this also -- I won't just tell members who has to do what.

Autocratic Leader. I'm the leader so I will tell the group what we are going to do and how we'll do it. If I weren't supposed to take a strong stand, I wouldn't be the leader. Letting people mush around trying to decide what to do and who will do it is not efficient. Besides, my judgment is probably better than most.

In Name Only (laissez-faire). Sure, I'm supposed to be the leader of this group. They had to have someone's name to put on the form to turn in -- and someone has to occasionally make a statement from the group. Reporters have to have someone to talk with, you know. But this group doesn't really need a strong leader. Everyone goes along pretty well without it.

Behind the Scenes. That "up front" stuff is not for me. Let's say I'd rather be the "power behind the throne." I can get my ideas across better when I'm not the one in charge. I don't have to pretend to try to give everyone a say in what happens. I'm free to influence others--including the official leader. Besides, the official leader changes. I'll still be where I am regarless of who is up front.

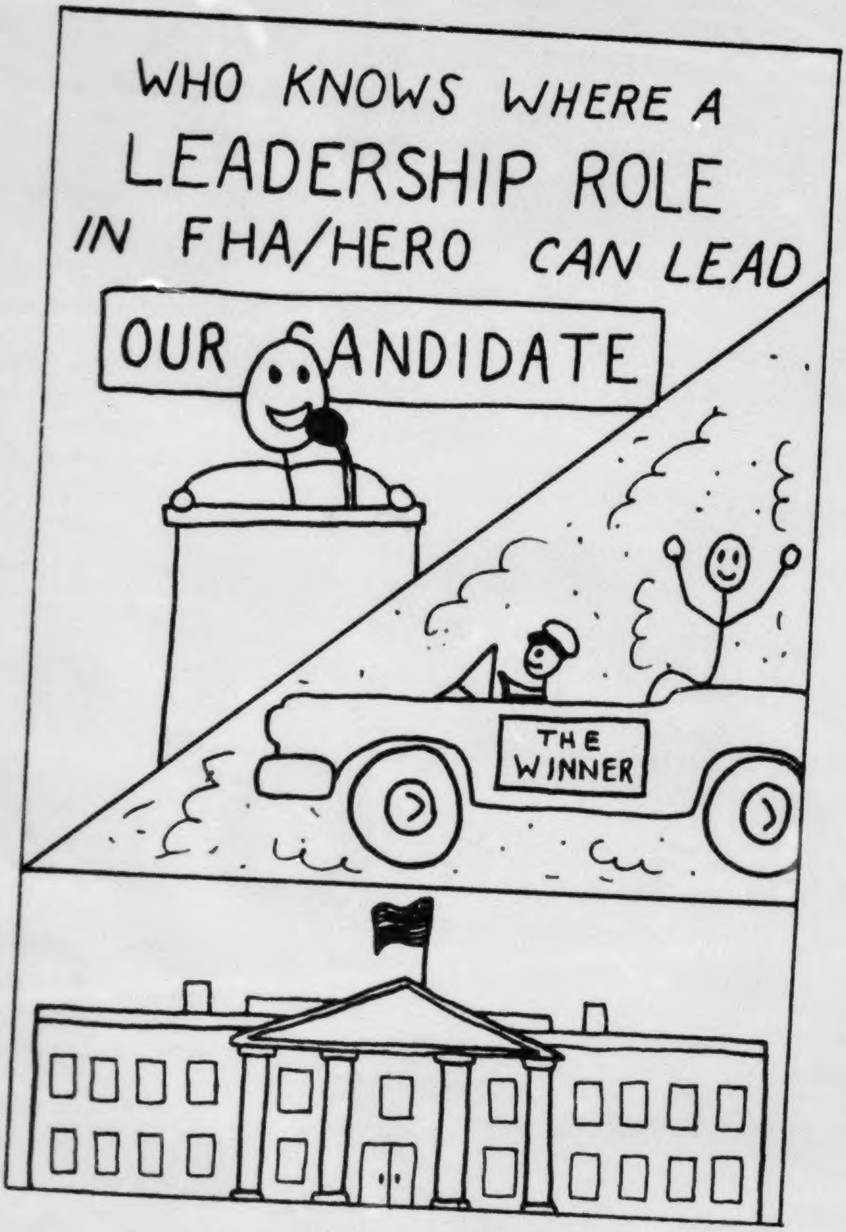
Supplement 9.11
INTRODUCTORY UNIT
Leadership Qualities

EXPLORING QUALITIES OF A LEADER

List qualities of leaders that you admire or want to develop.

Discuss how leaders develop.

STEPS TO LEADERSHIP


WHO KNOWS WHERE A
LEADERSHIP ROLE
IN FHA/HERO CAN LEAD
OUR CANDIDATE
THE WINNER

PARLIAMENTARY

PROCEDURE

Parliamentary procedure is etiquette of people at meetings or the rules for a meeting. Based on Robert's Rules of Order.

Agenda (Order of Business):

1. Call to order - President says "The meeting of ________ will now come to order." (Gavel one rap.)
2. Invocation or Creed (optional)
3. Roll call (Quorum - required number of members present)
4. Reading and approval of minutes
5. Treasurer's report (Place on file for audit)
6. Committee reports
7. Unfinished business
8. New business
9. Program (optional)
10. Adjournment

Terms: Parliamentary
Invocation
Quorum
Agenda
Gavel
Audit
Optional
Adjournment

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Supplement 9.13
INTRODUCTORY UNIT
Leadership

PARLIAMENTARY PROCEDURE PAIRS

1. Terms and phrases used in parliamentary procedure are listed on cards.
2. Cards are shuffled.
3. Cards are matched-term/phrase with matching description.

Call meeting to order.	President sounds gavel one time and says, "The meeting will come to order."
Minutes of last meeting.	Must be approved or corrected.
Treasurer's report	"Received and placed on file" (for auditing committee. The auditing committee report is accepted or rejected.)
Motion	Member says, "Madam Chairperson, I move that...
Second to motion	Member says, "Mister Chairperson, I second that motion."
Put to vote	President says, "The vote is on the motion that we (state motion). Those in favor of the motion say 'Aye.' Those opposed say 'No.'"
Motion carried	Majority of members voting in favor of motion
Motion defeated	Majority of members voting against motion.
Amend a motion	Vote on the amendment. If it carries, the vote on the motion is amended.
"Rise to a point of order"	Stated by a member when the member believes that the President has made a mistake or a wrong decision.

MOTION IN ORDER

1. List each of the eight steps in a motion on a card.
2. Cards are shuffled.
3. Arrange the cards so that the steps of a motion are in order.

CARDS

Mover rises and addresses the chair.

Mover is recognized by the chair.

States the motion.

Motion is seconded.

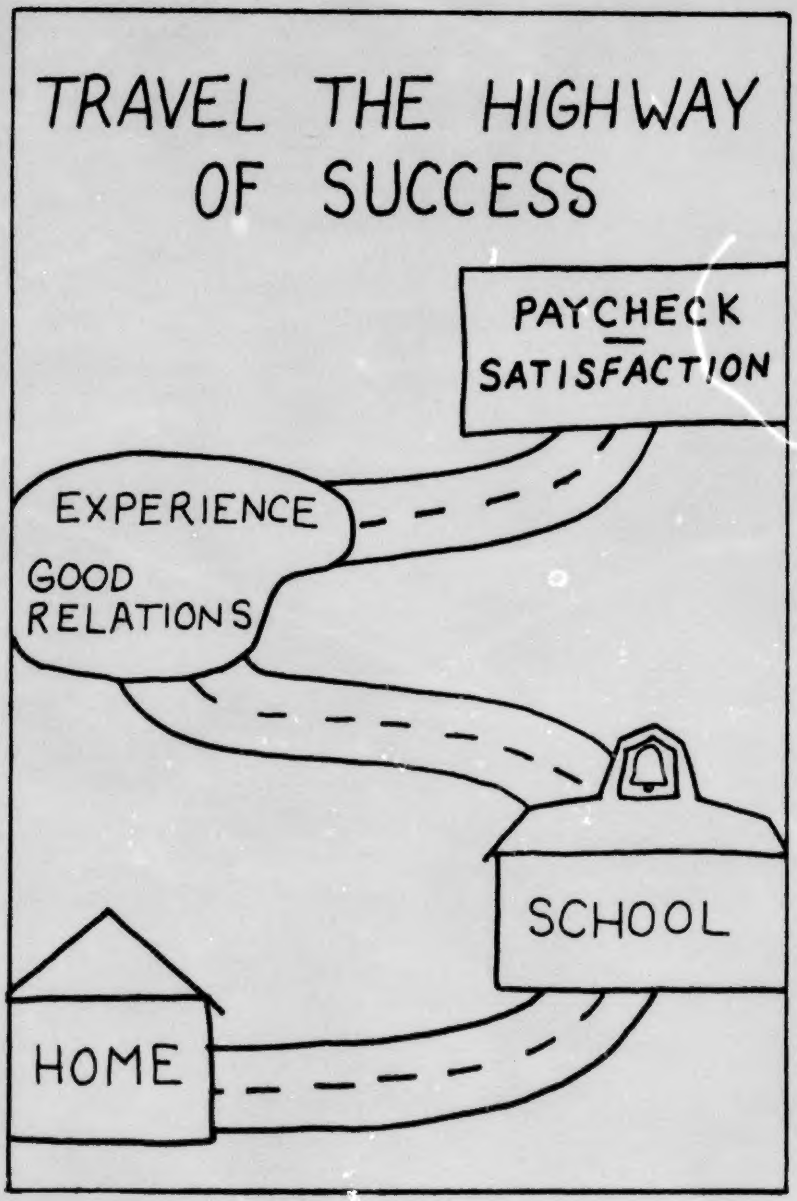
President repeats the motion.

Discussion.

Vote is taken.

Vote is announced.

STEPS TO A CAREER


TRAVEL THE HIGHWAY OF SUCCESS
PAYCHECK
SATISFACTION
EXPERIENCE
GOOD RELATIONS
SCHOOL
HOME

STEPS

SURVIVING TODAY'S EXPERIENCES AND PROBLEMS

SUCCESSFULLY

COPING WITH TODAY

COPING WITH TODAY

How teenagers cope with their problems has much to do with how well they survive the adolescent years. This unit focuses on how students can learn to face problems and other experiences in ways that promote growth. It attempts to help students develop the conviction that they can function in spite of adversities. It has taken determined effort to give this unit a positive thrust since it, more than any other unit in the course, focuses on problems. For example, the first major concept became Captain of Your Own Ship rather than Problems Teenagers Face, which was our first attempt.

The unit teaches how to use positive coping strategies that were first presented in the Introductory Unit. It also helps students recognize when they are using defense mechanisms. Positive coping strategies lead to growth. Coping mechanisms used too much give the student a distorted view of the world. Some lead to withdrawal, alienation, and apathy. Yet defense mechanisms can be good in certain situations. They protect us until we gain strength to deal with problems in more positive ways. Some students will be faced with serious problems that they cannot fully resolve because of their age and dependent status. We hope that these students will learn to at least use coping strategies that will produce less harmful results than others they might use.

Learning to use positive coping strategies depends on successfully developing a positive self-image, another central concept in this unit. People who lack a clear self-image generally use more defense mechanisms than positive coping strategies when compared with people with a clear self-image. Thus, the two concepts are closely related.

Leadership is also dealt with in a personal way in this unit. Students will examine leadership that is directed toward questionable purposes, as well as ineffective leadership. Since young teenagers are quite susceptible to peer pressure, the leader they choose to follow assumes great importance in determining the effects of the pressure. Peer pressure can have positive as well as negative effects, however. The student is challenged to assume a leadership role in directing the course of events.

Ideas for FHA Chapter activities and Extended Learnings in the home and community are listed at the end of the unit. Modules from HOME for STEPS that relate to the unit are listed within the unit as well as with Extended Learnings. Supplements are in the latter part of the unit.

CONCEPT CHART

COPING WITH TODAY

			Lesson Topic
1.0	**CAPTAIN OF YOUR OWN SHIP**		
1.10	Introduction	1.11	Identify problems of teenagers
1.20	Relationships	1.21	Identify problems in relationships
1.30	Responsibility	1.31	Predict consequences of attitudes and practices
1.40	Appreciation	1.41	When symbols of maturity given
1.50	Coping/Surviving	1.51	Long-range effects of coping strategies
1.60	Self-image	1.61	Identify destructive influences
1.70	Coping/Surviving	1.71	Coping with factors destructive to to self-image
		1.72	Coping with other factors destructive to self
2.0	**LEADERSHIP**		
2.10	Leadership Qualities	2.11	Coping with ineffective leaders
		2.12	Coping with leadership toward wrong goals
2.20	Leadership Qualities	2.21	How to lead
		2.22	Draft your platform
3.0	**COPING WITH THE WORLD**		
3.10	World Influences	3.11	Effect on teens of world conditions/events
3.20	Energy Concerns	3.21	Effect of attitudes/practices on future
3.30	Recycling	3.31	Attitude toward recycling
4.0	**COPING WITH CAREERS**		
4.10	Career Awareness	4.11	Attitude for job/school
4.20	Career Awareness	4.21	Effect of curriculum
4.30	Entrepreneurship	4.31	Self-employment to provide money now

Unit: COPING WITH TODAY **Concept:** CAPTAIN OF YOUR OWN SHIP - Introduction

Competency 1.10 The learner will identify problems that teenagers face.

Learner Outcome 1.11 The learner will identify problems that teenagers face and categorize by type of problems.

Activities	**Resource Materials**
Discuss how the quotation "It is the best of times; It is the worst of times" depends on point of view.	
Write a paragraph stating the difficulties you believe to exist for your age group. Compile a list of these difficulties and rank these from most frequently mentioned to the least frequently mentioned.	
List the good things teenagers your age have "going for them".	
Use the two activities above with Supplement 1.11, The Now Tree; place the positive and negative thoughts, feelings, experiences, happenings, etc., on the respective side of the tree. Analyze and discuss whether young people feel their lives are more positive or negative. (This activity can be used throughout the unit for reference.)	Supplement 1.11. The Now Tree.
Discuss the idea of "You're too young to do this ...," vs. "You're old enough to know better." Why do teenagers get caught in this problem?	
List the problems teenagers face in relation to each word in Face the Issues. Add leaves to The Now Tree if you find big problems you did not think of earlier.	Supplement 1.11. Face the Issues.

Activities	Resource Materials
Break into three groups to develop lists classifying problems according to those primarily about the teenager, those related to other people, and those related to things. Save for future reference.	

Unit: COPING WITH TODAY **Concept** : CAPTAIN OF YOUR OWN SHIP - Human Relationships

Competency 1.20 The learner will explain problems in human relationships teenagers have.

Learner Outcome 1.21 Having identified problems in human relationships that teenagers face, the learner will identify reasons these problems may arise.

Activities	**Resource Materials**
Break into small groups and complete the open-ended sentences in Pressure Cooker.	Supplement 1.21. Pressure Cooker.
Review the list from 1.11 of problems related to people. Discuss the meaning of human relationships and how people are affected by and depend on human relationships.	McGinley. People: Caring, Deciding, Growing. pp. 112-114. Oppenheim. Living Today. pp. 345-352.
Move around the room and find someone who is not now your friend (or whom you know only casually). Have a three minute conversation to try to find a basis for friendship.	
Read to identify the skills in developing good relationships. Complete Skillful Relationships. Have a classroom discussion of the answers.	Supplement 1.21. Skillful Relationships.
Review the results of the "new friend" experiment. Discuss in terms of problems you listed about people in 1.11 and in Pressure Cooker. What did you learn from making a new friend about how you relate to old friends or family?	
View the bulletin board and write on an unsigned paper what your main problems with people are. Classify the types of problems identified by the class.	Supplement 1.21. STEPS to Better Relationships: What Are Your People Problems?

Unit: COPING WITH TODAY **Concept** : CAPTAIN OF YOUR OWN SHIP - Responsibility

Competency 1.30 The learner will differentiate between responsible and irresponsible attitudes and actions toward self and others.

Learner Outcome 1.31 Given situations, the learner will predict consequences of responsible and irresponsible actions and attitudes toward self and others.

Activities	**Resource Materials**
View the filmstrip Willpower and complete the activities for Worksheet 6 Willpower Self-discipline.	WILLPOWER. Argus.
Differentiate between responsible and irresponsible behavior in situations in the supplement.	Supplement 1.31. Control the Helm.
Determine how much of a risk you are by completing the supplement High Risk or Super Safe? How does this relate to responsibility for yourself?	Supplement 1.31. High Risk or Super Safe?
View the bulletin board and discuss what it means to "take a strong, responsible attitude." Review Supplement 1.31 Control the Helm and predict consequences of the situations, both short term and long term, if they are habitual. Discuss a "strong responsible attitude" as it relates to each situation.	Supplement 1.31. STEPS to Responsibility: Take a Strong Responsible Attitude.
You may complete some of the HOME/STEPS modules listed for Outcome 1.72 if you wish.	HOME/STEPS Modules. (See list for Outcome 1.72)

Unit: COPING WITH TODAY **Concept** : CAPTAIN OF YOUR OWN SHIP - Appreciation

Competency 1.40 The learner will explain advantages of parents and schools delaying use of symbols of maturity.

Learner Outcome 1.41 The learner will identify ways parents and school encourage giving or delaying symbols of maturity.

Activities	**Resource Materials**
Identify ways a person shows he/she is growing up - from infancy up to age 20 (i.e., sit up, crawl, walk, go to school).	
Bring to class a picture you think represents maturity. Use these to complete the bulletin board.	Supplement 1.41. Signs of Maturity.
After identifying symbols of maturity, match with an age you think is appropriate for each. Survey your parent on each response and ask them why they chose the age they did. As a class, tabulate your results.	
Discuss your list with your teacher in terms of the behavior that the symbols convey or those with which they conflict. Example: Make-up at an early age -- what should make-up symbolize?	
Invite a panel of people to help you play Old Enough -- Not Old Enough. Have a high school senior, a college senior, parent with children younger than you, parent with children older than you, etc. Set up like a quiz show, giving each panelist signs, Old Enough and Not Old Enough. Have three contestants who will predict answers that class members ask regarding when teenagers are old enough for various things.	
Read and discuss These Good Old Days.	Supplement 1.41. These Good Old Days.

Unit: COPING WITH TODAY **Concept :** CAPTAIN OF YOUR OWN SHIP - Appreciation

Competency 1.40 The learner will explain advantages of parents and schools delaying use of symbols of maturity.

Learner Outcome 1.42 The learner will explain why parents and schools want to tell when symbols of maturity should be used.

Activities	**Resource Materials**
Discuss the age at which you think the symbols of maturity on bulletin board (Supplement 1.41 - Signs of Maturity) are appropriate. Determine the five symbols that seem most important. Then designate different areas of the room for different ages. As each symbol is indicated, register your vote by moving to that area.	Supplement 1.41. Signs of Maturity.
Divide into groups and research for information to report to the class. Determine for each symbol why parents want you to avoid or delay the use of the symbol. Note to teacher: Group students according to ranking of symbols. Those awarding low age in one group -- those high age in the other. Then discuss reasons.	Use Public Affairs Pamphlets, Mental Health materials, resource persons, school libraries, etc.
Interview people who are 18-25, about what they wish they had/had not been permitted at an earlier age.	
Identify some symbol of maturity that was important to you at some earlier age that is now given at a still earlier age. Discuss your feelings about appropriateness of giving earlier.	
Describe the differences between the "world weary" 18-year-olds you know and those eager for life (no names, please). Discuss how early experiences contributed to these attitudes.	

Activities	Resource Materials
Discuss things students younger than you are permitted. Which things would you try to avoid for your own younger brothers and sisters? Why? How does this feeling relate to feelings parents might have?	
Complete the bulletin board with reasons to appreciate the concern of parents in wanting to protect their children.	Supplement 1.42. STEPS To Appreciation for Parents' Concerns.

Unit: COPING WITH TODAY **Concept** : CAPTAIN OF YOUR OWN SHIP - Coping/Surviving

Competency 1.50 The learner will apply appropriate coping strategies in dealing with problems.

Learner Outcome 1.51 Given situations describing how teenagers cope, the learner will predict the long range effect.

Activities	**Resource Materials**
Break into groups and choose a situation from The Coping Can. Role play the situation including what you would do. Have a recorder write the solutions on the chalkboard.	Supplement 1.51. The Coping Can.
Review Supplement 5.11 from the INTRODUCTORY UNIT as you view the transparencies or posters. Check your understanding by taking the quiz, What's Your Defense?	Supplement 5.11. Defenses. (From INTRODUCTORY UNIT.) Supplement 1.51. What's Your Defense?
Role play the situations in On Guard. As students identify the type of defense mechanism used, place the symbol from Defenses on the flannel board.	Supplement 1.51. On Guard.
Check the board to see if any defense mechanisms are listed for problems from the The Coping Can. Which ones? Try to predict the long-range effects of the one situation of using that strategy in many situations.	
View the filmstrip Understanding the Problem. Discuss using the guide. What might be the long-range effects of using different coping strategies? Of failing to recognize the problem? Discuss guide questions.	GETTING THROUGH THE BAD TIMES: TEENAGE CRISES. Sunburst. (filmstrip I)
Review Supplement 5.12 (bulletin board and handout from the INTRODUCTORY UNIT). What solutions given for Coping Can fell within this group? Discuss the long-range effects of trying to use positive coping strategies rather than defense mechanisms.	Supplement 5.12. STEPS To Surviving the Teenage Years: Learn Some Coping Strategies (from INTRODUCTORY UNIT).
Complete worksheet 8, "Turning Points."	Howe. Taking Charge of Your Life. Argus.

Unit: COPING WITH TODAY **Concept :** CAPTAIN OF YOUR OWN SHIP - Coping/Surviving

Competency 1.50 The learner will apply appropriate coping strategies in dealing with problems.

Learner Outcome 1.52 Given situations, the learner will apply coping strategies for dealing with problems.

Activities	**Resource Materials**
Discuss the bulletin board. Review positive coping strategies by writing them in the circles.	Supplement 1.52. Coping--STEPS To Surviving: Gobble Up Your Problems.
Divide into small groups to prepare a report on positive coping strategies (different groups may choose different strategies). Present your report--dramatize or illustrate.	
View filmstrips II and III: Handling the Problem and Using the Crisis Technique. Discuss questions in guide.	GETTING THROUGH THE BAD TIMES: TEENAGE CRISES. Sunburst. (filmstrips II and III)
View selected transparencies and complete worksheets on stress. Do the Test Your Stress supplement.	Baugher. Stress: A Life Factor. Milliken. Supplement 1.52. Test Your Stress.
Have a stress management workshop. Ask a resource person or your teacher to conduct the workshop. Note to teacher: Address for source of "chemical dots" to measure body's stress level is listed in the Resource List in the front of this curriculum.	
Read Coping with Crisis. Discuss and make posters for display of some of the ideas.	Home Economics Meets the Challenge: Vol. 4 - Coping with Crisis. WVa Vocational Curriculum Laboratory.

Unit: COPING WITH TODAY **Concept:** CAPTAIN OF YOUR OWN SHIP - Self-image

Competency 1.60 The learner will identify influences that may be destructive to one's self-image.

Learner Outcome 1.61 Given a description of influences on teenagers, the learner will identify those that may be destructive to one's self-image.

Activities	Resource Materials
Using the bulletin board, discuss the influences on self-image and determine whether each is constructive or destructive. Place cards where you think they fit.	Supplement 1.61. Influences on Self-image.
Invite a guest speaker or a panel of speakers to class to discuss the relationship between destructive influences and development of self-image and how to handle them (psychiatrist, psychologist, social worker, ALA-TEEN member, Public Health nurse, minister, other teacher or school counselor).	
Read or listen to the story Vultures and/or dramatize "The Put-down Pro." Discuss why people want to put someone else down.	Simon. Vultures. Argus. Canario. The Put-down Pro and Other Plays. Janus.
Complete the following activities: 13A - "My Most Recent Accomplishment" 13B - "My Achievement Needs and Motives" 14A - "Future Fantasy"	Howe. Taking Charge of Your Life. Argus.
Write what you consider to be the most destructive factors on self-image on the clouds to complete the bulletin board.	Supplement 1.61. Take STEPS to Improve Self-Image: Rise above Those Destructive Factors.

Unit: COPING WITH TODAY **Concept** : CAPTAIN OF YOUR OWN SHIP - Coping/Surviving

Competency 1.70 The learner will find constructive ways to cope with destructive factors related to the self.

Learner Outcome 1.71 Given a list of potentially destructive influences on self-image, the learner will identify a constructive coping strategy to deal with each.

Activities	**Resource Materials**
Take notecards or slips of paper and write a "put-down? on each card--one you have heard, one directed toward you, or one you have used. Collect in a box, shake, and let each student, draw one. Tell how you could deal with it constructively. Discuss suggestions.	
Read and report on sections from Negative Criticisms.	Simon. Negative Criticism and What You Can Do About It. Argus.
Select another notecard from the box. Choose a partner and role play the put-down and response. Have you improved?	
Invite a resource person from the community to conduct an assertiveness training workshop. Practive being able to assert yourself without aggressiveness.	
Write "Dear Abby" letter about one thing that is destructive to your self-image that is not based so much on what people say, but on how you feel about it. Collect and shuffle. Draw one and answer it. Read letters and responses aloud.	
Add new clouds with captions to the bulletin board from the previous lessons--Supplement 1.61, Take STEPS To Improve Self-Image . . . On the clouds write your best ideas for dealing with negative influences on self-image.	Supplement 1.61. Take STEPS to Improve Self-Image: Rise above Those Destructive Influences.

CT-13

Unit: COPING WITH TODAY **Concept** : CAPTAIN OF YOUR OWN SHIP - Coping/Surviving

Competency 1.70 The learner will find constructive ways to cope with destructive factors related to the self.

Learner Outcome 1.72 The learner will identify ways to avoid or cope with other factors that may be destructive to him/herself.

Activities	**Resource Materials**
Take part in the simulation Fantasy Island. See the supplement.	Supplement 1.72. Fantasy Island.
Read "Danger! Risks That Can Threaten Your Life." Discuss reasons why people behave as they do. Give examples of how this behavior may be destructive. List the destructive factors on the chalkboard. For each destructive factor, name two constructive factors to replace or cope with the destructive ones.	Co-ed. May 1982.
Read excerpts from "Special Report: Troubled Teenagers" and "Teen-agers in Trouble? Youth Speak Out." Discuss your reactions.	"Special Report: Troubled Teenagers." U.S. News and World Report. Dec. 14, 1981. "Teen-agers in Trouble? Youth Speak Out." U.S. News and World Report. Jan. 11, 1982.
Invite the Life-Stage Players to present psycho-dramas to your class.	
Invite persons from social agencies or individuals who have successfully dealth with problems to speak to your class.	
View filmstrips and movies on factors that may be destructive to teenagers. Discuss how these factors are destructive and how they can be avoided or dealt with.	OK TO SAY NO: THE CASE FOR WAITING. Sunburst (filmstrip) Alcohol: The First Decision. (film) WVa Library Comm. Gale is Dead. (film) WVa Library Commission. Richie. (film) WVa Library Commission. And Baby Makes Two. (film) WVa Library Commission.

Activities	Resource Materials
Read and report on one or more reference listed or others you find that relate to destructive factors.	Riker & Riker. Finding My Way.
	Robson. My Parents Are Divorced, Too.
	Lindsay. Pregnant too Soon.
	Richards and Willis. How to Get It Together when Your Parents Are Coming Apart.
	The New Alcoholics: Teenagers. Public Affairs Pamphlet.
	"When Parents Divorce: Surviving the Split." Current Lifestudies. December, 1977.
	"Divorce-How to Cope with It." Co-ed. October, 1980.
	"Does Peer Pressure Get to You?" Co-ed. May, 1982.
Complete HOME/STEPS modules.	HOME/STEPS Module - HD4. Problems with Drugs and Alcohol.
	HOME/STEPS Module - HD6. The Parts and Functions of the Human Reproductive System.
	HOME/STEPS Module - HD8. Methods of birth Control.
	HOME/STEPS Module - HD9. Venereal Diseases.
	HOME/STEPS Module - HD 18. Teenage Pregnancy.

CT-15

Unit: COPING WITH TODAY **Concept:** LEADERSHIP - Leadership Qualities

Competency 2.10 The learner will identify ways to cope with questionable leadership.

Learner Outcome 2.11 The learner will identify ways to cope with ineffective leadership.

Activities	**Resource Materials**
View the bulletin board and discuss what is meant by an ineffective leader. Identify several options members have in dealing with the problem.	Supplement 2.11. STEPS To Leadership: How Can I Cope With An Ineffective Leader?
Role play several qualities that may make or cause a leader to be less than effective. Include complaints from members.	Supplement 2.11. Ineffective Leadership Qualities.
Brainstorm for ideas on how to cope with ineffective leadership, using the same supplement.	
Discuss the various coping strategies suggested. How would how friendly you are with the person affect your decision?	
Discuss reasons people who are ineffective leaders are selected. Which qualities might leaders change if they recognize the problem? What might they fail to change?	

Unit: COPING WITH TODAY **Concept :** LEADERSHIP - Leadership Qualities

Competency 2.10 The learner will identify ways to cope with questionable leadership.

Learner Outcome 2.12 The learner will identify ways to cope with leadership toward questionable goals.

Activities	**Resource Materials**
List five or more goals that could be found in successful organization.	
Complete Good As Goals. Discuss your answers.	Supplement 2.12. Good As Goals.
Discuss situations in which following the leader blindly, can result in an unfavorable situation. 1. Cults (Jonestown) 2. Shoplifting 3. Drugs 4. Alcohol 5. Cheating 6. Lying 7. Gangs/cliques 8. Gossiping 9. Vandalism 10. Idolizing (a popular student, rock star/group)	
Select one or more of the situations above and discuss why they draw followers.	

Unit: COPING WITH TODAY **Concept** : LEADERSHIP - Leadership Qualities

Competency 2.20 The learner will examine his/her leadership potential.

Learner Outcome 2.21 The learner will determine ways to exert leadership in a group situation.

Activities	Resource Materials
Complete the checklist and discuss differences and similarities in responsibilities listed. How important is it to develop leadership abilities as a member of the organization? As a leader? Which two responsibilities have the most difficulties in an organization to which you have or now belong? How does this affect the role of a member?	Supplement 2.21. Am I Responsible?
Answer questions in Exercising Leadership. Compare answers in a class discussion.	Supplement 2.21. Exercising Leadership.
List at least five situations that have occurred this year in which leadership was needed but in which you let whatever would, happen. Individually, write on a slip of paper what *you* might have done to provide leadership. Take up the papers and tabulate the results.	
View the bulletin board and list the pros and cons of your own leadership qualities. Subtract the cons from the pros to get your score.	Supplement 2.21. STEPS To Leadership: How Do Your Leadership Qualities Weigh?

Unit: COPING WITH TODAY **Concept:** LEADERSHIP - Leadership Qualities

Competency 2.20 The learner will examine his/her leadership potential.

Learner Outcome 2.22 The learner will draft a platform for his/her goals as a leader.

Activities	Resource Materials
Invite the local chairpersons of political parties to discuss with you what is meant by a party platform. Ask how much the individual candidate has to do with drafting the platform. How does the platform affect what happens after the election?	
Write down a change you would like to see made. Then consider what leadership role you might need to try to get that change made. After deciding on the role, write your "platform" for what you would if elected or selected for the role. Explain the change you want and how you would try to get it done.	
Identify a leadership role you would like to have (class officer, FHA Chapter or State Office, student council officer, captain of a team, first chair in band, committee chairperson, etc.). Present a two-minute speech telling what you would do if elected or selected. Be sure you relate this to your goals for the particular group.	
Or take part in a "Meet the Press" session in which part of the class are reporters who interview other class members who are candidates about their goals.	
Make a poster or plan some other campaign to let class members know about your goals as a leader.	
Stage a mock election in the class to vote on candidates. Emphasize that voting should be based on the declared goals and plans for reaching them.	

Activities	Resource Materials
The "losers" will tell other ways they can continue working toward their goals even if not the official leader. Discuss how group members can exert leadership.	

Unit: COPING WITH TODAY **Concept** : COPING WITH THE WORLD - World Influences

Competency 3.10 The learner will identify the influence of world events and conditions on the life of the teenager today.

Learner Outcome 3.11 The learner will identify ways current conditions and events in the nation and world affect the life of teenagers.

Activities	Resource Materials
View the bulletin board and list current events in the areas listed. (Use newspapers, current periodicals, etc., if needed.) Discuss how these, and others, affect teenagers.	Supplement 3.11. STEPS To Understanding World Influences: Current Events Influence Our Lives.
Invite two speakers to class. One should be a Social Studies teacher or a local news reporter from newspaper, TV, or radio, to talk about the possible effect of current happenings on teenagers. The other can be a minister, youth counselor, or other person to give suggestions on how teenagers can keep their perspective on life in view of these events.	

Unit: COPING WITH TODAY **Concept** : COPING WITH THE WORLD - Energy Concerns

Competency 3.20 The learner will predict ways attitudes today may affect energy availability tomorrow.

Learner Outcome 3.21 The learner will describe the effects of different attitudes and practices on future energy availability.

Activities	Resource Materials
Discuss the meaning of the bulletin board in terms of present and future.	Supplement 3.21. STEPS To Conserving Energy: Your Key To The Future.
Complete checksheet, To Waste or Not to Waste, and discuss results. Which items were rated "A big concern" by the most students?	Supplement 3.21. To Waste or Not To Waste.
Divide in small groups and discuss ways attitudes affect energy conservation. Role play situations that show the attitudes and practices that affect energy.	
Identify 20 things used by teenagers that require energy. List on board and then give a standing vote for those you are willing to give up vs. those you can't live without. Tabulate results and discuss.	
Read "The Nightmare Life Without Fuel."	Go Easy On Energy, Unit II. WV Cooperative Extension Service, pp. 2-5. (or see Time Magazine, 1977).
Divide into small groups to discuss how attitudes and practices today affect energy of future generations. Give summary to class.	
Write a short paragraph describing "Lifestyle and Energy Use in the Year 20-0 on Space Ship Earth" or "What's the Word on Waste in the Year 2000?"	

Activities	Resource Materials
Carry out activity in Supplement 3.21, Where Do You Stand? Follow this by answering these questions: 1. Do you feel there is a serious energy problem in the United States? 2. What changes are you willing to make in yourself to conserve energy?	Supplement 3.21. Where Do You Stand?
Do a school energy audit and conduct a campaign to conserve energy in the school.	

Unit: COPING WITH TODAY **Concept :** COPING WITH THE WORLD - Recycling

Competency 3.30 The learner will explore the attitudes of teens who are given the choice of using recycled or new items.

Learner Outcome 3.31 Given a case study of a student who is making the decision to use a recycled vs. new item, the learner will list attitudes that might be expressed.

Activities	**Resource Materials**
Discuss the idea of new vs. old in the bulletin board. How have Americans developed the idea that "new is best"?	Supplement 3.31. Recycling - STEPS To Saving: Find the Balance.
Read the situation in Reasonable Recycling and answer the questions. Discuss the different viewpoints.	Supplement 3.31. Reasonable Recycling.
In buzz sessions, list five items you can purchase and five items you can recycle. For each item give one advantage and one disadvantage. Compare lists in class and discuss the results.	
Look up the term conspicuous consumption or ask an economist what it means. In what ways has conspicuous consumption spread to the average family?	
Break into two groups. One group will interview people interested in conservation of our natural resources. The second group will interview people from the business community. What are the different points of view on saving vs. buying?	
Debate the issue of jobs vs. conservation. What are the short-term effects of each? The long-term effects? How long do you expect to be around to feel the effects?	

Unit: COPING WITH TODAY **Concept** : COPING WITH CAREERS - Career Awareness

Competency 4.10 The learner will identify ways attitude toward work affect performance.

Learner Outcome 4.11 The learner will tell how the same attitudes that affect performance at school can affect performance on the job.

Activities	**Resource Materials**
Discuss the bulletin board. In what ways is your school performance related to job performance? What other qualities do you think employers are looking for?	Supplement 4.11. STEPS To a Career: Build a Good Foundation for the Future.
Why is education included as part of one's career in the following defintion? "A career is all the useful or productive work that one does over a lifetime."	
Role play the situations in the supplement and discuss how what your learned in school might have affected the situations.	Supplement 4.11. Coping With Career Crisis.
Draw a card and answer the questions in the supplement. Don't sign them but turn in the papers for discussion.	Supplement 4.11. Rewards and Penalties.
Invite a former student to speak to your class about school as a foundation for work.	
Pretend you are the employer and complete an evaluation form on one of your classmates (pretend that he/she works for you). Then complete the form for yourself.	

Unit: COPING WITH TODAY **Concept** : COPING WITH CAREERS - Career Awareness

Competency 4.20 The learner will relate high school courses/curriculum to career choices.

Learner Outcome 4.21 The learner will identify the curriculum tracks available in the school and relate class choices to career decisions.

Activities	**Resource Materials**
Ask the guidance counselor in your school and the guidance director from the vocational, technical school to speak to your class about the school curriculum in relation to career decisions.	
Find out if there are curriculum tracks. Where does each lead? Can you change? At what point(s)? In what way can you keep your options open the longest? Can you finish high school being eligible for college enrollment and having a marketable skill?	
Make a tentative career choice. Find out what training is needed. Where can you get this training? Write or visit schools.	
Block out a tentative schedule of classes fro the rest of your years in high school. Identify classes you must take and others you want to take. Can you take all you want to take?	
Ask a resource person to talk to your class about the purpose of general education. Interview teachers of other subjects you would like to take. Then try to pinpoint how each class might help you in some way.	
Keep your notes to refer to from time to time.	
Select activities from If You Don't Know Where You're Going. . . .	Campbell. If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else.

Unit: COPING WITH TODAY

Concept: COPING WITH CAREERS - Entrepreneurship

Competency 4.30 The learner will explore entrepreneurship as a means to adding to his/her income.

Learner Outcome 4.31 Given situations concerning a shortage of income, the learner will explore the feasibility of self-employment as a means of coping with a problem.

Activities	**Resource Materials**
Identify reasons teenagers may need more money than can be provided by their families.	
Discuss what advantages entrepreneurship might have for the teenager that might not be gained with other employment.	
Discuss the poster and then select one of the following entrepreneurs: George Johnson, Eve Arden, Ray A. Krock, Henry Ford, Margaret Rudkin, Colonel Sanders, Madame Wellington, Jim Henson. Prepare and give a 3-5 minute report telling how these people dealt with a problem through self-employment.	Cooper. Entrepreneurship: Starting A New Business. National Federation of Independent Business Research and Education Foundation.
Summarize the reports to determine what characteristics the people had in common. See what else you can find out about qualities needed.	Fanslow & Compton. Entrepreneurship: A Senior High School Home Economics Career Exploration Unit. Iowa State University, 1981.
Complete the Supplement Rags to Riches. Discuss the likelihood of getting rich through entrepreneurship. Could you earn as much as you could working for someone else? Discuss what might influence this?	Supplement 4.31. Rags to Riches.
List your skills and abilities. Go back and check those that might mean money now. Select ideas that seem feasible--you are able and willing to do and that people would pay to have done.	

Activities	Resource Materials
Consider what people are most likely to need and be willing to pay for skills and abilities. Design a poster or flyer announcing that you are available. Example: These Feet for Hire - Will run errands, do your grocery shopping, handle your garage sale, etc. Establish a fee rate and talk with people to see if your ad is appealing and rates fair. Discuss the idea of your self-employment with your family. Try it out for a period of time.	

FHA CHAPTER IDEAS

COPING WITH TODAY

Resources in TEEN TIMES magazine:

Title	Page number(s)	Issue	Year
It's the Law	10-12	Jan/Feb	82
Saying No Relieves Peer Pressure	13	Jan/Feb	82
Sound Off	14-15	Jan/Feb	82
Talking It Out Helps You Cope	9	Mar/Apr	82
Sound Off	10-11	Mar/Apr	82
PEP Up Your Action!	19-20	Mar/Apr	82
It's the Law	6-8	Nov/Dec	81
Sound Off	9-10	Nov/Dec	81
Informed Teens Can Prevent Pregnancies	14	Nov/Dec	81
Drinking Is No Solution	14	Nov/Dec	81
Tap Away	9	Mar/Apr	81
Mom, Things Have Changed Since You Were My Age	8-11	Mar/Apr	79
Wanted: A Friend	20	Mar/Apr	79
Earning Your Space	8-9	Jan/Feb	79
Are You Ready To Cope?	4-7	Sept/Oct	79
Storms and Rainbows	4-5	Nov/Dec	79
All In the Family	6-7	"	"
One Million Run	8-9	"	"
What's Got You Running?	10-13	"	"
Time Out For You	14-15	"	"
Up From Under	16-17	"	"
Good Vibrations	18-19	"	"
Do You Hear Me? Please Just Listen	20-21	"	"
Directory of Resources	22	"	"

FHA Chapter Ideas - COPING WITH TODAY
(continued)

Title	Page number(s)	Issue	Year
The Power of Ones	20	Sept/Oct	79
I'm Only One Person	21	"	"
Making A Difference. . . Coping With Apathy	4-5	Jan/Feb	78
You're in the Money	16-19	Mar/Apr	80
Budget With Impact	20-21	Mar/Apr	80
Future Files	12-13	Sept/Oct	79
The Trophy Is a Better You	6-7	Sept/Oct	78
Hugs and Kisses	4-5	"	"
I'm a Somebody	8-9	"	"
A Better You? A Better You!	10-11	"	"
Filter Through To a Better You!	14-15	"	"
Recognize a Unique You	16-17	"	"
Invitations To Live By	18-19	"	"
Do You Recognize Yourself? (poster)	23	"	"
Celebrate Yourself	12-13	Nov/Dec	78

Suggested Activities:

Invite guest speakers to a chapter sponsored community meeting to discuss teenage problems such as: drug abuse, alcoholism, child abuse and neglect, premarital sex, run aways, teen pregnancy, and parental problems.

At a chapter meeting stage a mock trial on shoplifting or other teen problem.

Develop and perform a series of skits on handling peer pressure. Present these at a school assembly.

Compile and distribute a directory of community services. List resource persons available to help with problems of today.

At a chapter meeting have a panel discussion on characteristics of a good leader.

Have a program conducted by a self-help group or CONTACT.

Establish a panel of peer counselors for troubled teens. Get enough training so that the counselors can handle situations or know where to get additional help.

Select a chapter activity from Mainstreaming: Personal Values, Mainstreaming: A Guide to Developing a Program, Mainstreaming: Your Personal Guide. (available from Project MAY, P.O. Box 1781, Longview, Washington 98632)

Select a chapter activity from People. . .Just Like You. (available from President's Committee on Employment of the Handicapped, Washington, D.C. 20210 or U.S. Government Printing Office, Stock Number 040-000-00405-0)

Select a chapter activity from Student Body Workbook. (available from National Association Future Homemakers of America, Inc., 1910 Association Drive, Reston, VA 22091)

Select a chapter activity from Healthy Babies: Chance or Choice Workbook. (available from National Association Future Homemakers of America Inc., c/o Healthy Babies Coordinator, 1910 Association Drive, Reston, VA 22091)

SUGGESTIONS FOR EXTENDED LEARNINGS

COPING WITH TODAY

Identify a problem that personally involves you. Analyze the situation and implement coping strategies as solutions to the problem.

Identify a problem with other family members/friends. Decide what the cause of the problem is. Plan ways to improve the relationship. Keep a log of progress and results.

Volunteer to be a leader of a project. Outline your plan and "carry out" the activity.

Watch/listen to the world and national news for one week. Write down how you think some of the events will affect you. How will you react to this change?

Check your home for ways to conserve energy. Enlist the help of family members and see if you are able to lower the utility bills for a month. An incentive could be to use money saved for recreation. How will this help you in the future?

Select a career you are interested in. Check with guidance counselor to find skills needed. What changes will you need to make in your life to be able to enter this career?

Read four or more articles concerning some area of concern or problem for you personally or from some area that may concern a friend. Summarize each in written form.

Compile a booklet/collage depicting what your feelings are on the "inside" and those on the "outside." Develop a plan for bringing the best of the two into harmony.

Identify an undesirable behavior or attitude that you have. Develop a plan to change this to a positive behavior over a period of time and carry out the plan. Keep a diary of your experiences.

Develop a plan to learn to do something constructive or to learn a new skill. Keep a written diary of all events. What feelings do you have after being productive with your time?

Identify things in your life that create stress. How might you cope with these "stressors?" What consequences, both health and otherwise, may result if stress is not dealt with? How do you personally handle stress? Are your methods positive/healthy or negative/unhealthy? Try out other ways to handle or reduce stress.

Identify responsible behaviors and attitudes that teens can display that will encourage respect from adults. Practice these behaviors and attitudes. Summarize results.

Extended Learnings - COPING WITH TODAY
(continued)

Make a list of "things that my parents do that irk me." Have your parents or other family members do a similar list about your behavior. Compare the lists. Discuss reasons for these behaviors. How can discussion of such behaviors help improve family relationships?

Create a collage illustrating symbols of maturity at your school and in your community. With a friend, teacher, or parent discuss positive and negative results of such symbols on self-image, etc.

Select several activities (first date, using make-up, first job, how you spent "your" money the first time you had any, first time you shaved, etc.) and interview several persons of different ages to compare age when activity was done or what decision was made and why. How have "things" changed since your parent was your age?

Make a list of free or inexpensive ways to relax or things you love to do. Include at least as many as your age.

For a week, collect news stories relating to results of destructive influences on a person's self-image. Suggest ways each might have been avoided.

Assume a leadership role in an organization you belong to or at home. What did you learn from this experience?

List ways you, as a teenager, can have an effect on the energy conservation move. (home, school, community, etc.)

Meet with your guidance counselor and learn about the different course options students have in your school. What influences course selections in your school?

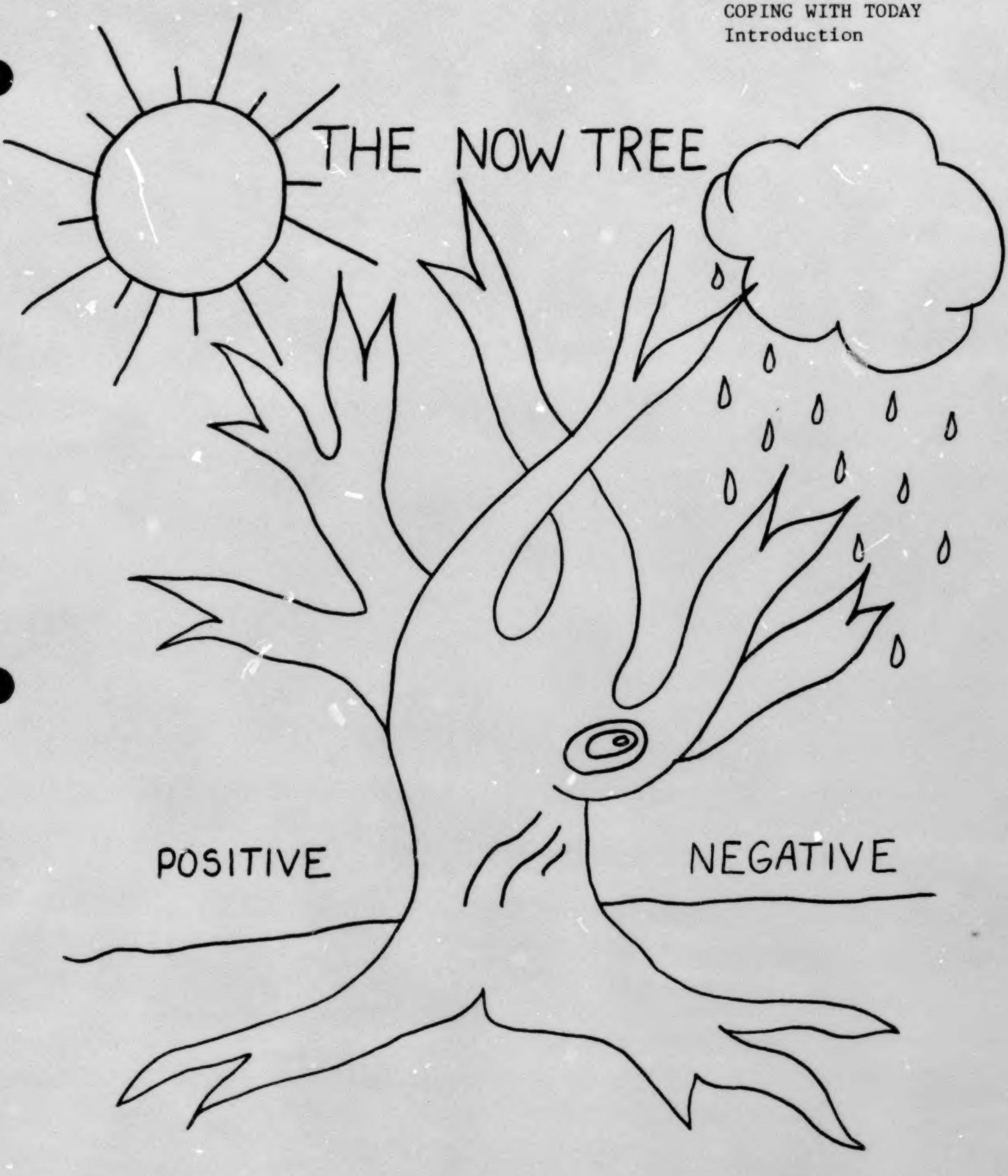
Keep a log of how peer pressure affects you. Classify entries as having a positive or negative effect. Make a plan for withstanding pressures that have a negative effect. Try out the plan and evaluate the results.

The following HOME/STEPS modules may be used as the basis for Extended Learnings in this unit:

HD-4	Problems with Drugs and Alcohol
HD-6	The Parts and Functions of the Human Reproductive System
HD-8	Methods of Birth Control
HD-9	Venereal Diseases
HD-18	Teenage Pregnancy

SUPPLEMENTS FOR COPING WITH TODAY

No.	Title of Supplement	Page
1.11	The Now Tree	ct-2
1.11	Face the Issues	ct-3
1.21	Pressure Cooker	ct-4
1.21	Skillful Relationships	ct-5
1.21	STEPS to Better Relationships: What Are Your People Problems?	ct-6
1.31	Control the Helm	ct-7
1.31	High Risk or Super Safe?	ct-8
1.31	STEPS to Responsibility: Take a Strong, Responsible Attitude	ct-9
1.41	Signs of Maturity	ct-10
1.41	These Good Old Days	ct-11
1.42	STEPS to Appreciation for Parents' Concerns	ct-13
1.51	The Coping Can	ct-15
1.51	What's Your Defense?	ct-18
1.51	On Guard	ct-19
1.52	Coping--STEPS to Surviving: Gobble Up Your Problems	ct-21
1.52	Test Your Stress	ct-22
1.61	Influence on Self-Image	ct-24
1.61	Take STEPS to Improve Self-Image: Rise Above Those Destructive Factors	ct-26
1.72	Fantasy Island	ct-27
2.11	STEPS to Leadership: How Can I Cope With an Ineffective Leader?	ct-47
2.11	Ineffective Leadership Qualities	ct-48
2.12	Good as Goals	ct-49
2.21	Am I Responsible?	ct-50
2.21	Exercising Leadership	ct-51
2.21	STEPS to Leadership: How Do Your Leadership Qualities Weigh?	ct-52
3.11	STEPS to Understanding World Influences: Current Events Influence Our Lives	ct-53
3.21	STEPS to Conserving Energy: Your Key to the Future	ct-54
3.21	To Waste or Not to Waste	ct-55
3.21	Where Do You Stand?	ct-56
3.31	Recycling - STEPS to Saving: Find the Balance	ct-57
3.31	Reasonable Recycling	ct-58
4.11	STEPS to a Career: Build a Good Foundation for the Future	ct-59
4.11	Coping with Career Crisis	ct-60
4.11	Rewards and Penalties	ct-61
4.31	Rags to Riches	ct-62


THE NOW TREE
POSITIVE
NEGATIVE

Supplement 1.11
COPING WITH TODAY
Introduction

FACE THE ISSUES

__Directions:__ List the problems teenagers face associated with each word.

1. Drugs
2. Sex
3. Freedom
4. Curfew
5. Vandalism
6. Graffiti
7. Police
8. School
9. Parents
10. Boss
11. Home
12. Employment
13. Emotions
14. Alcohol
15. Cigarettes
16. Money
17. Appearance
18. Mood
19. Transportation
20. Peer Pressure
21. Death
22. Weight
23. Clothing
24. Status
25. Religion
26. TV
27. Privacy
28. Cliques
29. Health
30. Honesty
31. Food
32. Opposite Sex

PRESSURE COOKER

Directions: In small groups complete the open ended sentences in as many situations as apply to teenagers. Share with entire group in a compiled list. Identify the source of the pressure (i.e. boyfriend, parent, friend, etc.) and analyze where the sources of pressure come from (home, school, peers, within self, etc.). Try to pinpoint where most of the problems are coming from. Identify which situations you can do something about.

1. If you love me you will. . . . .
2. If you are my friend you. . . .
3. Because you live here, you. . . .
4. Since I am the teacher. . . .
5. Since you don't make the rules. . . .
6. If you had spoken to me earlier. . . .
7. You problem is. . . .
8. If you had listened to me. . . .
9. If I've told you once. . . .
10. When I was your age. . . .

Add any additional phrases you may have heard and share with your classmates.

SKILLFUL RELATIONSHIPS

Directions: Answer the questions below. After completing the worksheet, discuss in class how you might improve your existing relationships or develop new ones.

1. Name three important skills needed in developing good relationships.

   1.

   2.

   3.

2. Name two purposes of relationships.

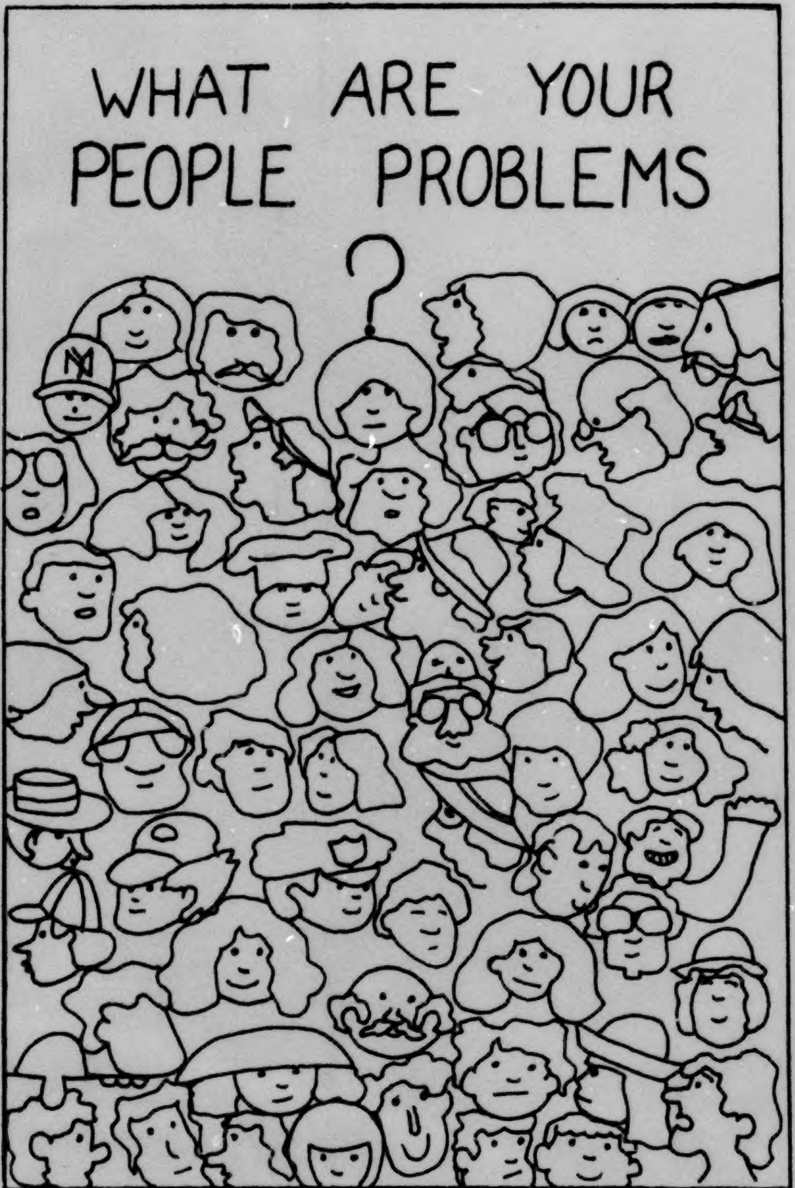
   1.

   2.

3. Name the types of relationships and give a description of each.

TYPE OF RELATIONSHIP	DESCRIPTION

STEPS TO BETTER RELATIONSHIPS


WHAT ARE YOUR PEOPLE PROBLEMS
?
NY

PEOPLE NEED PEOPLE

Supplement 1.31
COPING WITH TODAY
Responsibility

CONTROL THE HELM

Directions: Decide if the following situations show irresponsible (I) or Responsible (R) behavior. Indicate who is affected by your behavior.

1. You are selling popcorn at the ballgame. You leave the money box unattended when going to the restroom.

2. A friend calls you while you are babysitting. You tell him/her you cannot talk because the kids are in the tub.

3. You unplug the TV during a thunder/lightening storm.

4. You borrowed your brother's bike and parked it behind the family car.

5. Your friend wants to spend the night with you and your parents aren't home. You allow the friend to stay the night with his/her parents' permission.

6. You are due home at 10 o'clock but stop off at a friend's house and arrive home after 11 o'clock without calling.

7. Your mom came to pick you up after the school play. You got out earlier than you expected and took a ride with a friend's parents.

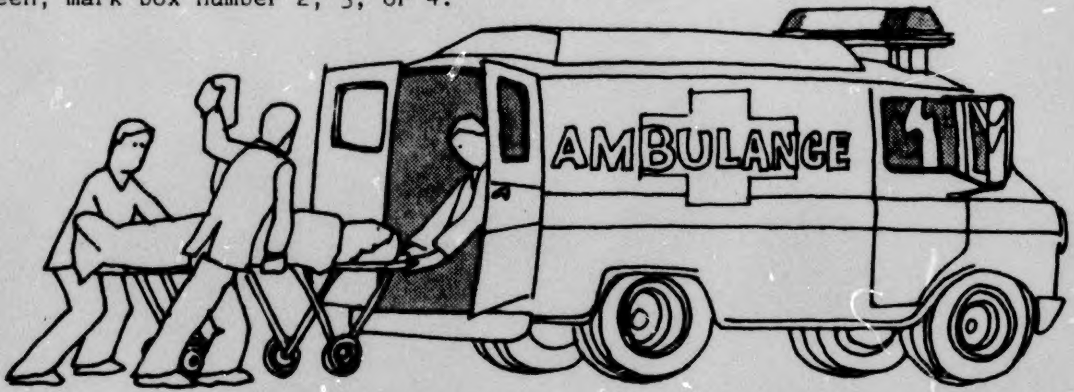
8. You have been attending weight watchers for 3 months. In their program you have not followed the dessert rules.

9. Your friends are planning an end of the year picnic but you decide not to attend because of a final.

10. You are aware of the long-term repercussions of smoking cigarettes but continue to smoke.

High Risk Or Super Safe?

Accident investigations often show that the injured person's attitudes or actions helped cause the accident. How do you measure up? Rate yourself on your behavior and attitude by putting an X in the appropriate box. If the statement in the box on the right seems to apply to you most or all of the time, mark box number 5; if you are more like the statement on the left, mark box number 1; if you're in between, mark box number 2, 3, or 4.

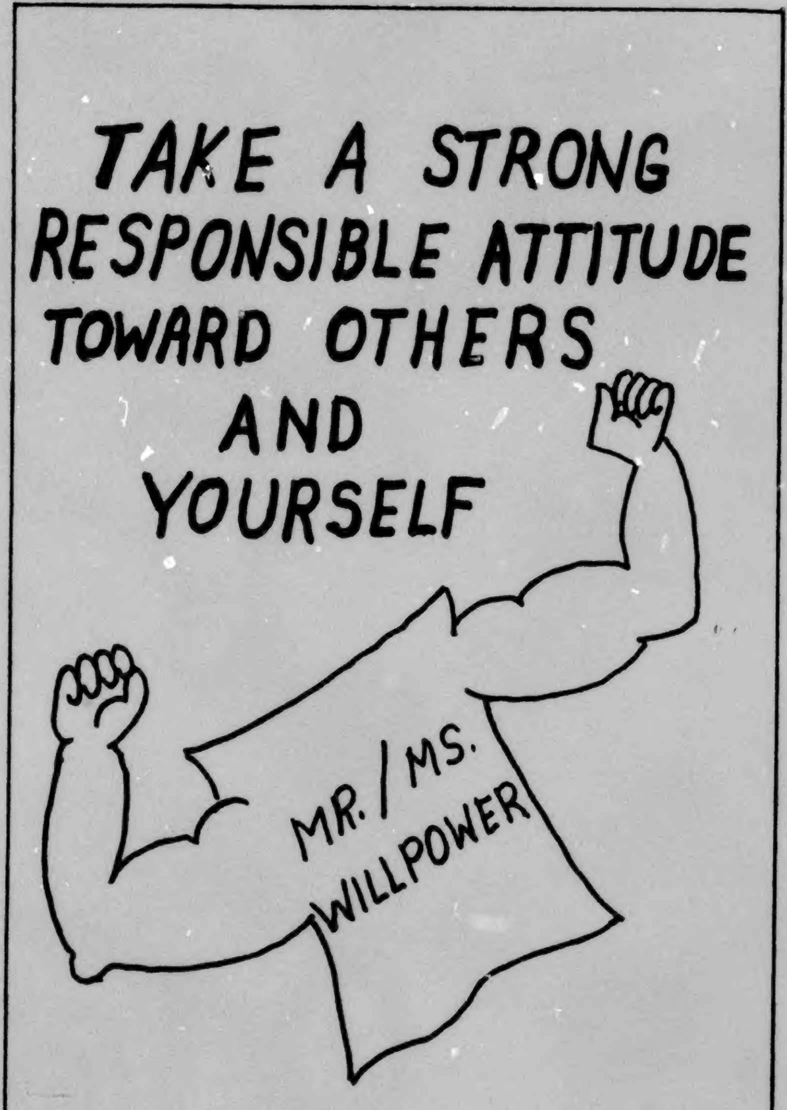


	1	2	3	4	5	
SUPER SAFE	Always	Sometimes	Don't Know	Sometimes	Always	HIGH RISK
I read the instructions first before trying something new.						I'm good at figuring things out by trial-and-error.
I make sure I have the skills I need to do the activities I like.						I try lots of new, different activities.
My philosophy is: "Better Safe than Sorry."						My philosophy is "A Near Miss a Day Keeps Boredom Away."
I don't do anything that's hazardous.						Everything I do is hazardous or risky.
I'm even-tempered.						I'm subject to mood swings; often angry at my own limitations.
I get plenty of rest and relaxation.						I'm busy and active and get very tired.
I only try things I know I can do.						I try new things, whether I know how to do them or not.

Now connect the X's with a line. The boxes on the right contain high risk behavior and attitudes, while those on the left are super safe. If the line stays in columns 3, 4, or 5 most of the time, you may be headed for an accident. Slow down a little, and think before you act.

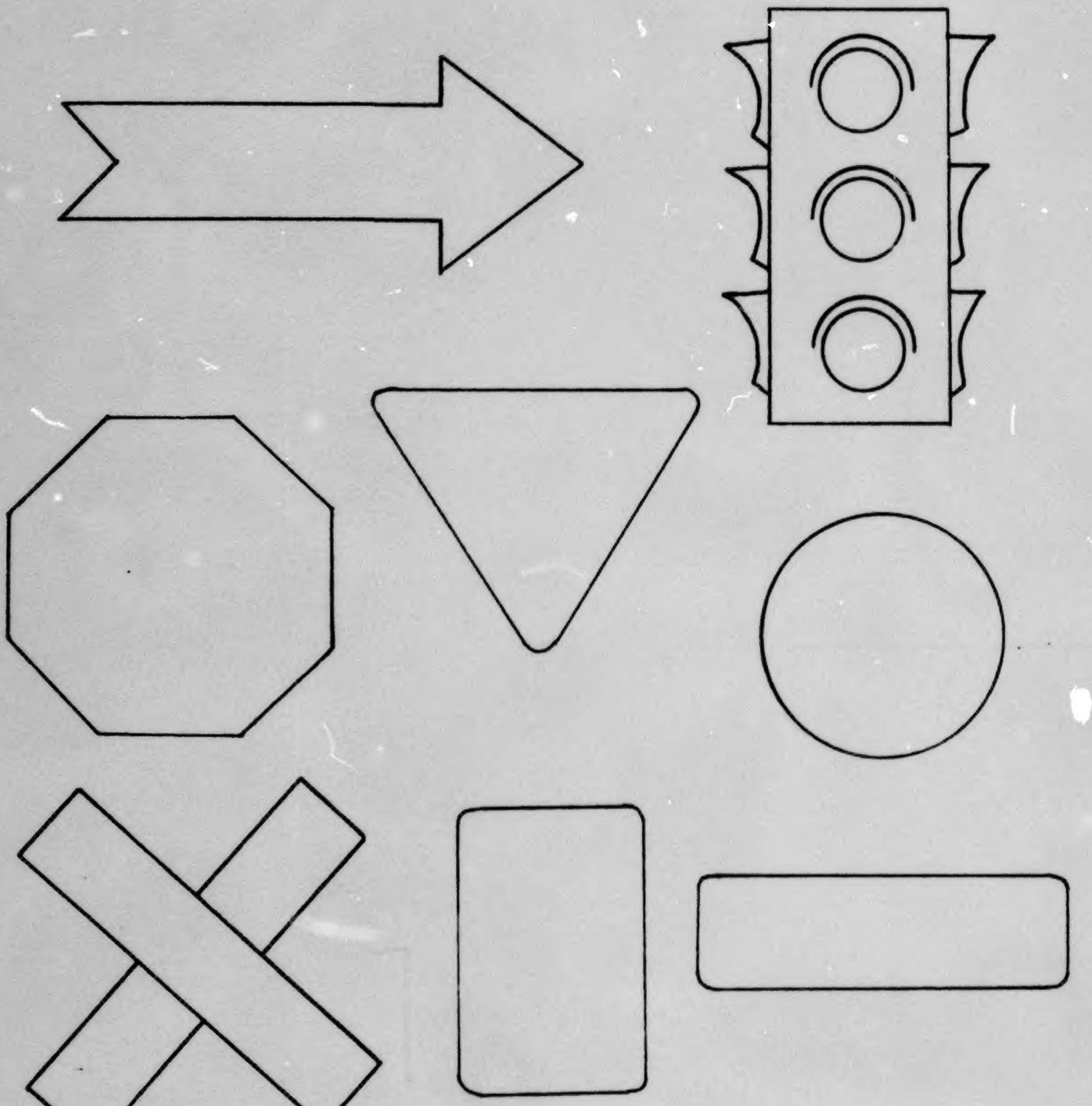
Door to Home Safety.

STEPS TOWARD RESPONSIBILITY


TAKE A STRONG RESPONSIBLE ATTITUDE TOWARD OTHERS AND YOURSELF
MR. / MS. WILLPOWER

Supplement 1.41
COPING WITH TODAY
Appreciation

SIGNS OF MATURITY



(Students add pictures to represent signs of maturity)

THESE GOOD OLD DAYS

How will you remember your high school years? As a rosy dream? Or as a nightmare? Many older people look back on their childhood and teen years as happy and carefree. They often forget some of the problems and fears they actually had then. Even though you have fears and problems today, rushing to get adult privileges won't help your memories.

Today there are pressures on young people to grow up fast, to become sophisticated before their time. That is too bad, because you are this age only once. Many teenagers want the privileges of adulthood without the responsibilities. Getting them often means boredom by 18. Why try to cram all of the experiences you might ever have into the present--what will you have to look forward to later?

The teenage years are often called the years of stress and storm. Some people think this is so because of our society rather than because of nature. Whatever the cause, many people find growing up very difficult. One reason is that families as well as our whole society gives mixed signals to teenagers. On the one hand, teenagers today get to do many things several years earlier than they once would have. On the other hand, teenagers are expected to stay dependent for a longer time--stay in school longer, wait longer for marriage, etc. Thus, teenagers may enter adolescence sooner and stay there longer. This does create some problems.

Why has all this happened? First of all, the age of puberty is earlier. That comes from better food and living conditions. This all means that you can have children before you are mentally and emotionally ready to care for them. Physically, teenagers are often not ready to have children, so there is a higher death rate among babies born to teenage mothers.

Perhaps you say that nature deals you a dirty blow by giving you the sex urge too early if you really are expected to avoid it. Maybe so, but until fairly recent times, people had to have children early for the human race to survive. Did you know that if you lived in previous times your life would be almost half over? Only the fittest survived. As it is, you can expect to live another 50 or 60 years after you reach 20. That is a long time.

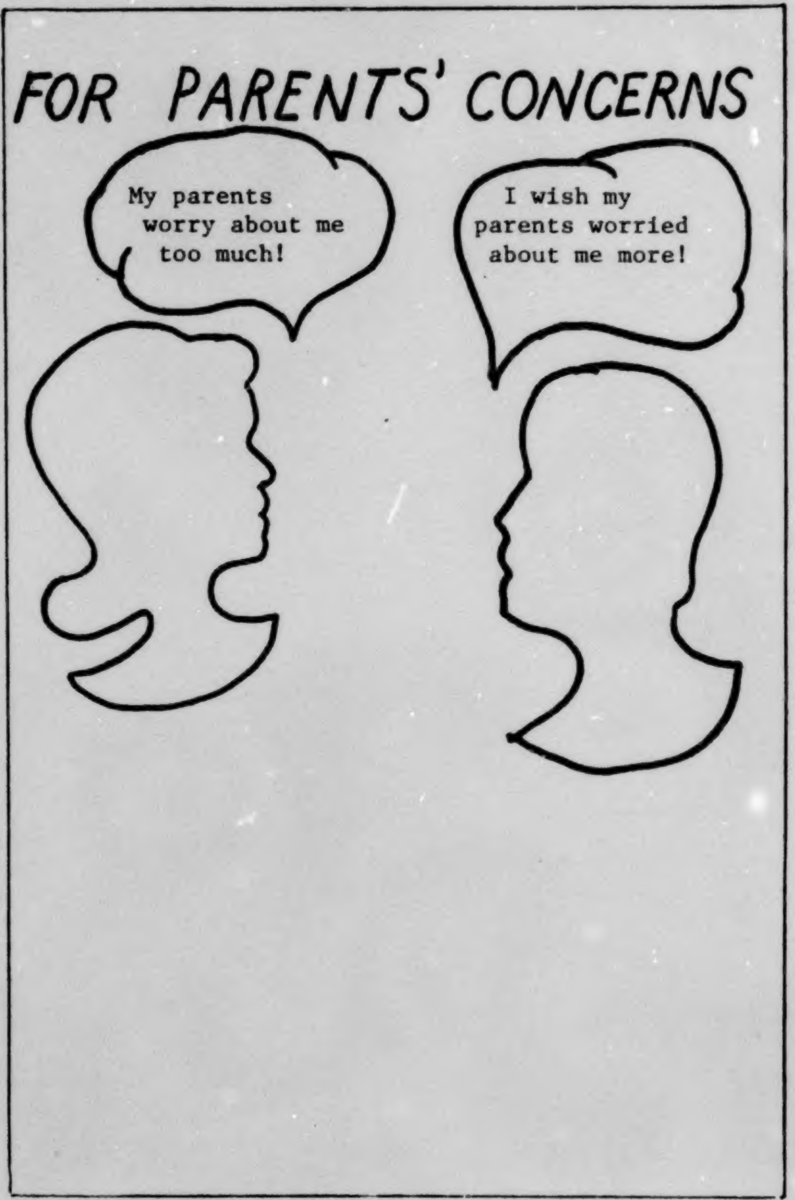
Now, why does society try to keep you dependent so long? That is because we live in a "developed" nation--that means a highly industrialized society. It takes a lot more knowledge and skill to survive on your own in a complex society than in a simple one. We use technology to do more of the physically hard work, which means that there aren't many jobs that take brawn without brains.

In a simple society where people mainly farm or fish to earn their living, there is less need to learn as many different things to get along as an adult. Of course, their level of living is usually much lower than what you expect for your own life. But children can learn most of what they need to know while they are growing up because they start learning them as young children.

In a society such as ours, young people without an education often have a hard time earning a decent living. That is why older people urge you to stay in school. At times when the nation's unemployment rate is high, teenagers have an even harder time getting a job.

Supplement 1.42
COPING WITH TODAY
Appreciation

STEPS TO APPRECIATION


FOR PARENTS' CONCERNS
My parents worry about me too much!
I wish my parents worried about me more!

COPING CAN

Materials: Can (round potato chip or 1# coffee can, covered and decorated)
Index cards
Markers
Timer (3 minute)

Construction Directions: When making situations, use the index card and code them using one color for the males and one color for the females. Each card should follow the same format as shown below.

Person involved:
Situation:
Other factors:

After making the cards, fold in half and place in the can. This game could be used as a classroom exercise or group activity.

Listed below are the directions and sample situations that could be used. You will be able to develop some of your own.

Cope cards should look like this on the outside:

C

O

P

E

Directions for game:

1. Draw a card from the can. Role play the situation to show the outcome.
2. Using the 3-minute timer, determine what ideas and expressions are recognized within that time.
3. Repeat the steps until all the cards are drawn.

Sample situations:

Male #1 -- Steve (tempted to snort cocaine)

Situation: Steve and Jim are at a party at a friend's house. Everyone is either smoking marijuana or snorting cocaine. Jim tells Steve to try it, and he'll enjoy it. Something different to do is the encouragement Jim gives Steve. Steve is reluctant.

Other Factors: Jim - encouraging Steve
Conscience says "no"

Male #2. Chip (employee accepting responsibility)

Situation: Chip works part time in an automotive store owned by Mr. Sayre. One day while Mr. Sayre is gone, Chip witnesses a fellow employee giving some parts to his friend without charging for them. Chip tells the other employee he saw the incident but the employee refuses to pay for the merchandise when Chip insists. Mr Sayre returns and asks Chip if everything is in order.

Other Factors: Mr. Sayre - the store owner
Other employee - guilty

Male #3 Tim - Accessory to hit and run accident

Situation: Tim and David are out riding around town one Friday night. David has had a little too much to drink and wants to race. Tim tries to persuade David not to, but David races anyway. David loses control of the car and hits two parked cars. Terrified, David leaves the scene of the accident. What should Tim do?

Other Factor: David - terrified friend

Male #4 - Jeff (basketball player)

Situation: On the way home from a besketball game, someone smuggles a bottle of liquor onto the bus. Several players including Jeff take drinks and hide the evidence. The next day Jeff and several of his team members are called into the office. Jeff can either deny the fact that he was drinking or face the punishment which is suspension from school. What should Jeff do?

Other Factor: Other teammates deny the fact that they were drinking.

Female #1 - Kim (15 year-old babysitter)

Situation: Kim is babysitting for two of her neighbors. They are watching a television show and the word "sexy" is used. How can Kim explain the word to the children?

Other Factor: 2 pre-teen children

Female #2 Laura (modest 16 year old, inexperienced)

Situation: Laura is a high school sophomore who is very attractive but hasn't dated much. She is flattered when Marty, one of the most popular boys at school asks her out because of a bet. Now Marty likes her.

Other Factors: Marty - guilty but likes Laura
Laura finds out about the bet

Female #3 Julie (pregnant and wants to keep baby)

Situation: Julie is pregnant by an older man who does not want to marry her. He insists she have an abortion, but Julie will not agree. Her parents want Julie to get married whether they love each other or not.

Other Factors: Julie's parents - pressuring
Uninterested father-to-be

Female #4 Tammy (teenage alcoholic)

Situation: Tammy started out only having a couple of beers on the weekend with the gang. Now she needs to have something alcoholic all the time to "keep herself together." Tammy is having a difficult time in school and problems at home seem to be pushing her farther and farther into alcoholism. She doesn't know how much longer she can go on.

Other Factors: Problems at home
Difficulties at school

Supplement 1.51
COPING WITH TODAY
Coping/Surviving

WHAT'S YOUR DEFENSE?

Defense mechanishm are used to protect and postpone a person's ability to deal with stressful situations.

Directions: Match the defense mechanism in the column at the left with the phrase that best describes it in the right column.

______1.	Compromise	A.	Change a bad situation into a good one.
______2.	Avoidance	B.	Make up to yourself for some loss.
______3.	Withdrawal	C.	Go overboard in expressing a feeling that others expect but you don't have.
______4.	Repression	D.	Day dream; to create an ideal situation in your ming.
______5.	Regression	E.	Lack of interest (apathy).
______6.	Flight	F.	Take it out on someone else.
______7.	Rationalization	G.	Keep away from a person or situation.
______8.	Projection	H.	Forget the bad times.
______9.	Compensation	I.	Meeting halfway.
______10.	Fight	J.	Go back to previous level of behavior.
______11.	Conversion	K.	Put blame on someone else.
______12.	Displacement	L.	Self-defense.
______13.	Fantasy	M.	Making excuses.
______14.	Reaction formation	N.	Run away under fire
______15.	Denial	O.	Pretend that the problem doesn't exist.

Key: 1-I, 2-G, 3-E, 4-H, 5-J, 6-N, 7-M, 8-K, 9-B, 10-L, 11-A, 12-F, 13-D
14-C, 15-O.

ON GUARD

Directions: Role play the following situations and have students place the correct defense symbol on the flannel board.

Situation 1: Judy and Keith had been dating for six months. One evening after the movies, Judy and Keith decide to go for a walk in the park. Keith heard a dog growl in the bushes and immediately stepped in front of Judy to protect her in case the dog decided to attack them. Keith then heard the dog move away from them.

Situation 2: When Pam finds out she is having a test in school, she develops a headache or stomach ache. Consequently, she misses school the day of the exam.

Situation 3: Lucy accepted a date with Jerry. Soon after making plans for Friday night with Jerry, Lucy's Mom discovered it was necessary to attend a meeting and would need Lucy to babysit. Lucy didn't know what she was going to do. She wanted to go on her date but also wanted to help her Mother. Lucy and her Mother sat down and discussed the situation. Lucy was allowed to invite Jerry over to the house while she babysat.

Situation 4: Kenny's Mom and Dad were always busy with their own interests and didn't spend much time with Kenny. At school Kenny did not do well in his studies but excelled in talking loud, disrupting the class, and playing the class clown.

Situation 5: Rick, a star basketball player, was a born leader. At the beginning of the season, Rick broke his leg and was told he would be out for half of the playing season. Rick didn't miss a practice even though he was injured and he lifted weights and practiced shooting fouls. Gradually he stopped attending practices, and when the team started winning ballgames, he stopped attending the games. Now, with his leg healed, he doesn't attempt to play again and doesn't even talk to his former teammates.

Situation 6: Andy was a good looking, bright student who had dreams of becoming an actor. When the junior play try-outs were held, he auditioned for a leading role. He had high hopes of being chosen and had directed all his energies toward that end. Andy did a nice job, but Joe, a fellow student, was the one who was chosen. Andy was a poor loser, telling everyone that he was glad he didn't get the part. He told them the play wasn't interesting, the director was poor, and he didn't have time to spend learning the lines.

Situation 7: Ever since elementary school, Barbara was teased and considered a "bookworm". Now in high school, she endures much of the same cruel teasing. One day three classmates began teasing her. Barbara could stand it no longer. She turned, eyes filled with tears, and ran out of the room.

Situation 8: There is a group of girls at North High School that is very popular. Almost every girl who goes there would like to belong to the group of girls who always wear the namebrand jeans and the alligator shirts. Beth wanted to be one of those girls, and so she started dressing that way.

Situation 9: David is active in sports and plays on the football, baseball and basketball teams. Often he sits in class seeing himself as a pro quarterback.

Situation 10: John had very little confidence in himself especially when it came to asking a girl out on a date. One day, John's friend, Eric, introduced him to Linda, a very attractive cheerleader. Later Eric asked John if he asked Linda out on a date. John replied, "Oh, she wouldn't go out with me. I could tell by the way she looked at me. She probably prefers athletes."

Situation 11: Kim has always been a shy girl. Even if her mother accuses her wrongly for something, Kim simply will not defend herself. Instead, she goes out into the back yard and begins bossing her 5 year old brother around.

Situation 12: Diane never really liked Betty as a friend, but was very anxious to meet Betty's boyfriend, Tim. To maneuver this, Diane had a party and invited Betty and Tim. When they arrived, Diane was as "sweet as pie" to Betty while keeping an eye on Tim.

Situation 13: The junior English class was auditioning for parts in a play they were going to present. Beth wanted the lead part so she could impress her friends. She thought for sure the part was hers when she found out Ellen was chosen the lead. Beth stormed to the back of the room and pouted.

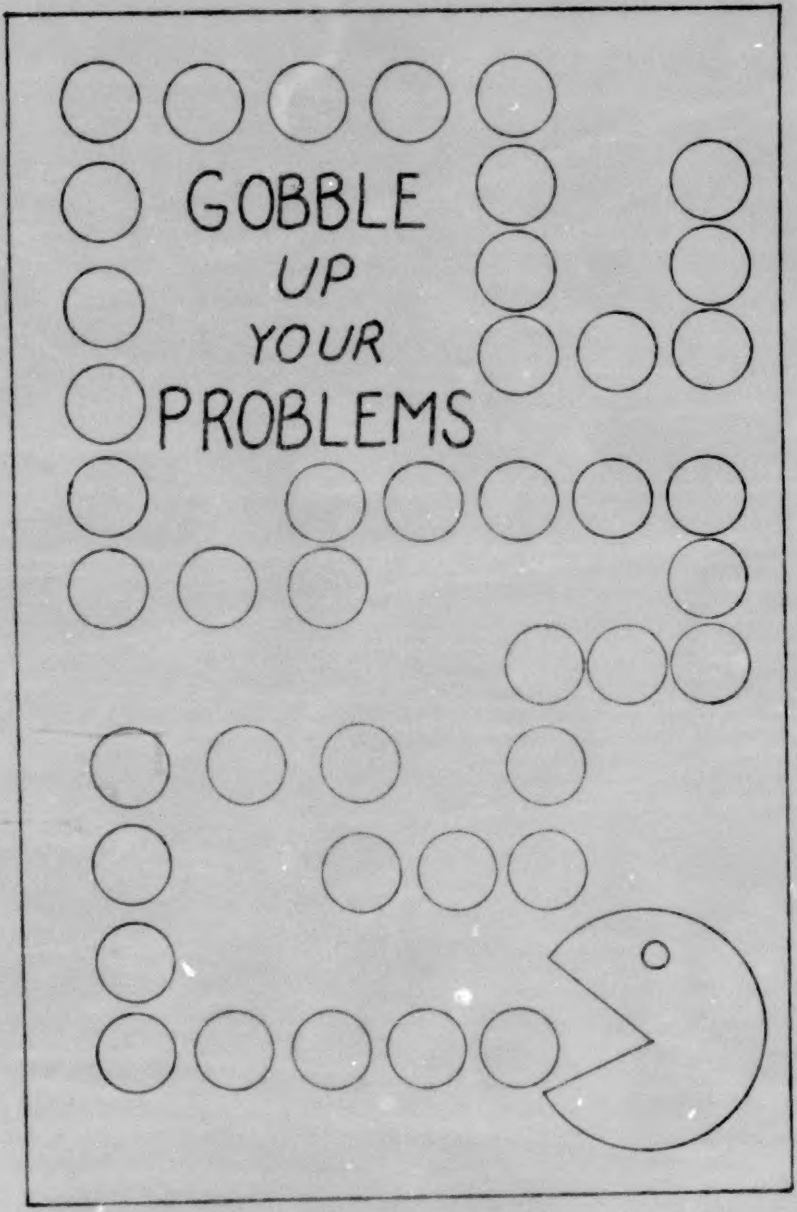
Situation 14: Ken was in an automobile accident in which one of his friends was killed. He won't talk about it to anyone and acts as if that night never happened.

ANSWERS:

Sit. 1: Fight (Self-defense)
Sit. 2: Conversion
Sit. 3: Compromise
Sit. 4: Compensation
Sit. 5: Withdrawal
Sit. 6: Rationalization
Sit. 7: Flight
Sit. 8: Identification
Sit. 9: Fantasy
Sit.10: Projection
Sit.11: Displacement
Sit.12: Reaction Formation
Sit.13: Regression
Sit.14: Repression

Supplement 1.51
COPING WITH TODAY
Coping/Surviving

COPING--STEPS TO SURVIVING


GOBBLE
UP
YOUR
PROBLEMS

TEST YOUR STRESS

Directions: Read each item carefully. If one of these events has occured to you in the last year, place the number of Life Change Units in the space provided at the left. Add the total number of Life Change Units. See below for results.

	Life Event	Life Change Units
_____	Death of a close family member	100
_____	Family member serving jail term	90
_____	First year in High School	83
_____	Pregnancy (your own or caused by you)	80
_____	Severe personal illness or injury	63
_____	Marriage	90
_____	Any interpersonal problems at home	45
_____	Death of a close friend	50
_____	Death of a family member	80
_____	Arguments with your best friend (more than every other day)	40
_____	Major disagreements with your family	40
_____	Major change in personal habits	30
_____	Change in where you live	30
_____	Beginning or ending a part-time job	40
_____	Problems with your boss or teacher	30
_____	Outstanding personal achievement	25
_____	Failure in some course	25
_____	Final exams	50
_____	Increased or decreased dating	30
_____	Change in study conditions	20
_____	Change in your school or program	20
_____	Change in your sleeping habits	18
_____	Several-day vacation	15
_____	Change in eating habits	15
_____	Family reunion	15
_____	Change in recreational activities	15
_____	Minor illness or injury	15
_____	Minor violations of the law	11

_____ Total Score

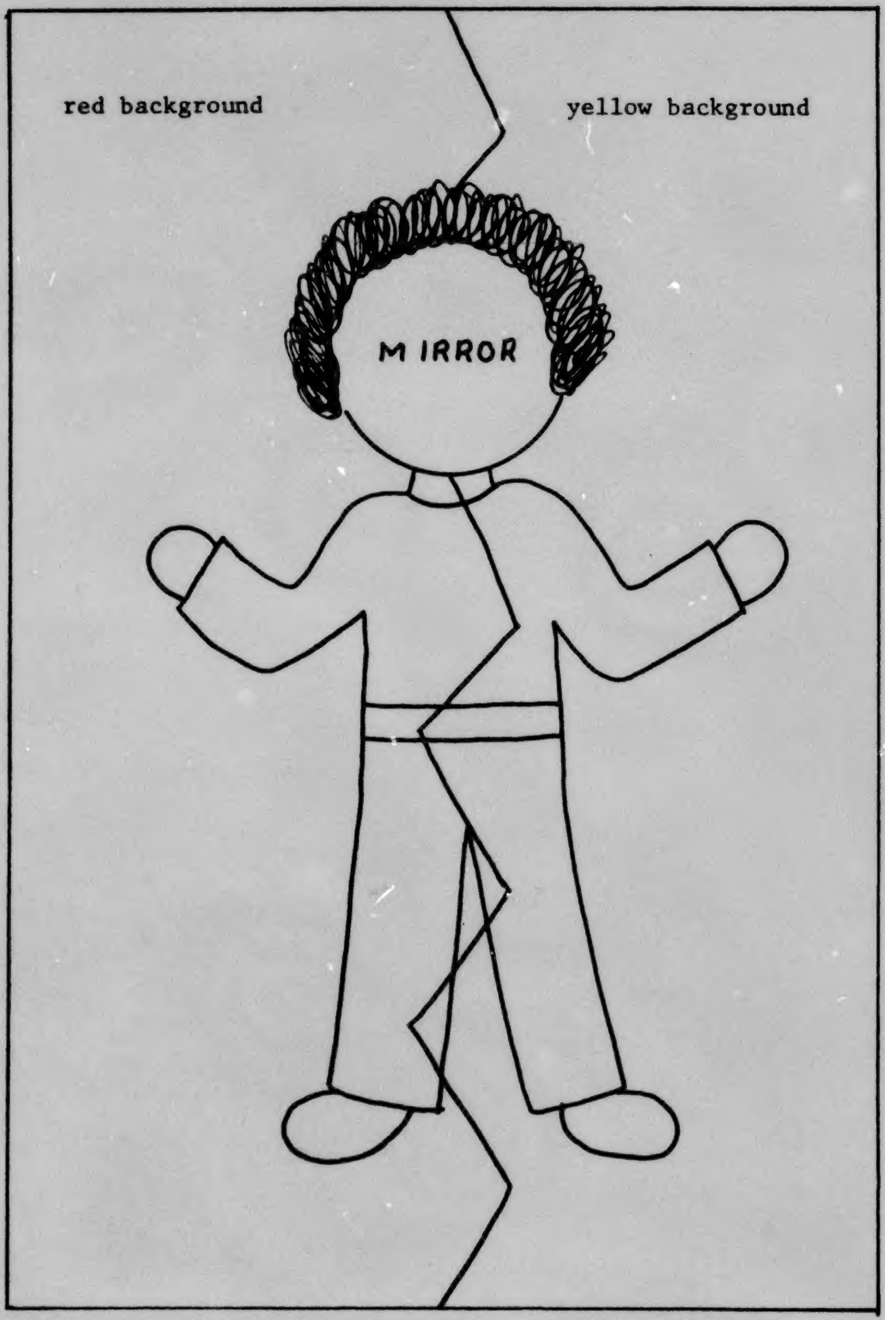
ASSESSMENT: High ----300 and over
Moderate-----299-151
Low-----150-under

LOW SCORE: (150-under) You do have some stress. Make time to relax and re-evaluate your daily routine. Good nutrition and adequate rest will improve your health and reduce your stress. A little exercise will help.

MODERATE SCORE: (151-299) Your stress is high! You must relax and include some exercise in your daily activities. Eat balanced meals, including a good breakfast. Stress can be controlled. Pay attention to yourself.

HIGH SCORE: (300 and over) STRESS IS DEADLY!!! You can lower your stress with hearty exercise, balanced meals (including a good breakfast), and time spent relaxing. Yoga, Transcendental Meditation, and various other relaxation techniques are very helpful. Remember you CAN reduce your stress and live longer. Start Today!!

INFLUENCES ON SELF-IMAGE


red background
yellow background
MIRROR

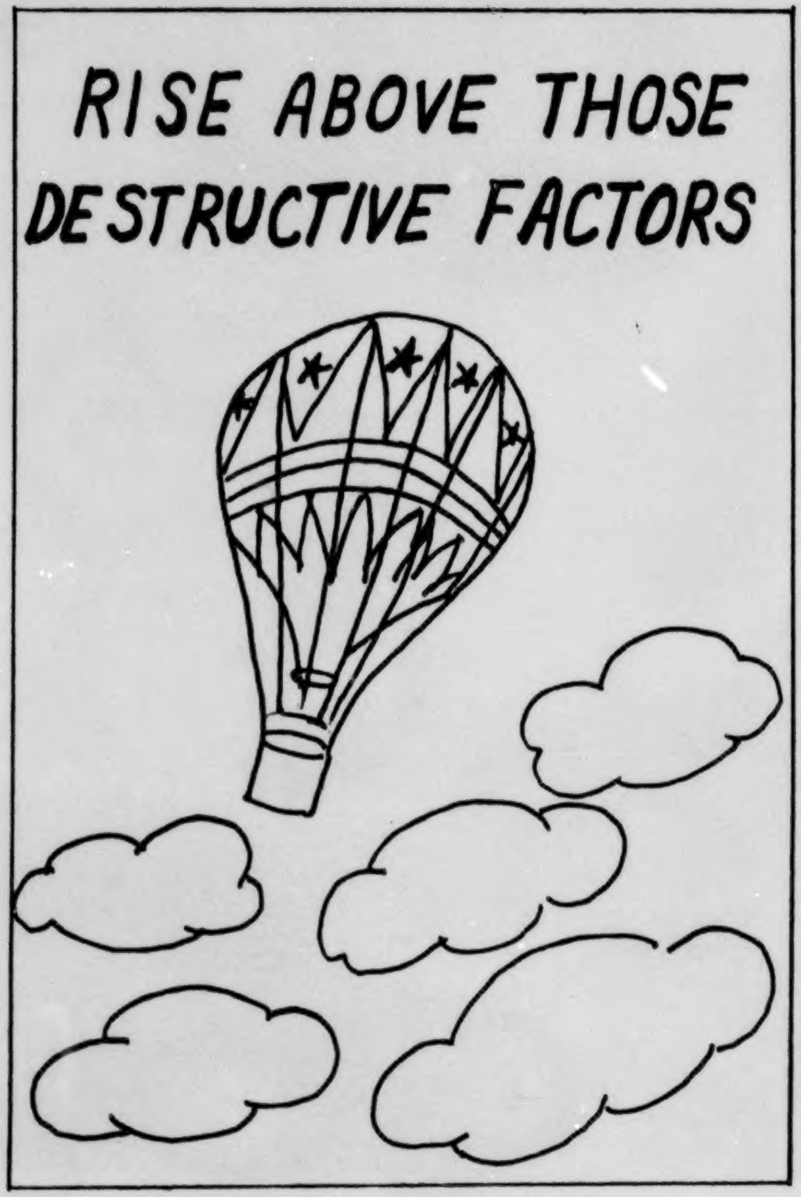
Teacher prepare labels prior to class that identify influences on self-image. The class will discuss influences and decide whether that influence is constructive or destructive and the label is placed on the bulletin board. (Duplicates may be needed for entry on both side)

Suggestions:

Parents
Friends
Peer Pressure
Church/Religious Practices
Relatives
Television
Books
Radio
Records
Jealousy
Anger
Health Problems
Criticism
Popularity
Violence
Movies
Male/Female Relationships
Money
Athletics
Scholastic Ability
Talents
Drugs
Booze (alcohol)
Sex
Possessions
Anxiety
Conformity
Calvin Kleins

Add destructive factors to red side, constructive factors to yellow side of bulletin board.

TAKE **STEPS** TO IMPROVE SELF-IMAGE


RISE ABOVE THOSE DESTRUCTIVE FACTORS

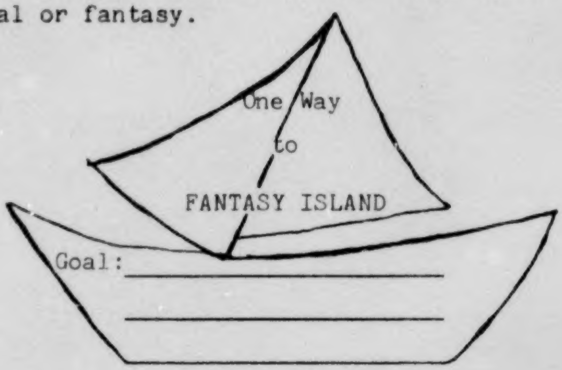
FANTASY ISLAND

Teacher Information: This simulation has three parts: the introduction of the activity, active decision making, and a debriefing session. The activity should be introduced at the end of the class period. The active decision making phase may take one to three days. The time for debriefing will vary, but do include since it is the portion of the simulation that helps students consolidate what they learned.

The following props should be prepared before introducing the simulation:

3 Bulletin boards including the Helm, Compass, and Tug Boats. See pages 6, 7, 8.

One-way ticket to Fantasy Island for each student. The students are to make a "Ship" (see example) no larger than 3 inches by 1½ inches. They may use any paper they like including colored paper. On this ticket, they are to print "One Way to Fantasy Island". Also on this ticket the student will write his/her goal or fantasy.



3 Handouts for students (Crew Sheet, Life Jacket, Map). See pages 9, 10, and 11.

Transparencies and overlays (Clouds). See pages 11-20.

Captain's Log and Sea Chest (8½ X 11 envelope for each student's personal work.)

Preparation: The day before starting this simulation, explain the directions for making a one-way ticket to Fantasy Island. Each student will bring to class his/her one-way ticket and tell them the following information:

1. We are all going on a trip tomorrow to Fantasy Island.

2. Before class tomorrow, think about all of your fantasies.

3. Decide on one worthwhile goal that you would like to reach on your own personal Fantasy Island.

4. Be sure to bring to class, your ticket tomorrow. Write the goal on it that is your Fantasy Island.

Getting to Fantasy Island. Explain the following on the first full period of the simulation.

To get to Fantasy Island, you need a "Ship" (your one-way ticket to Fantasy Island). The ship is your life. You are Captain of this ship. The naval regulations that you must follow are:

1. You are not permitted to go down with your ship regardless of what happens, nor are you allowed to abandon your ship.

2. In stormy weather, you will be tied to the Helm (steering wheel), so you will be in complete control of your ship at all times.

3. You may list any fellow classmates as part of your crew.

Since you are Captain of Your Own Ship, you will be equipped with the following:

1. Compass - it is a means of keeping you on course. You may use it to select an alternative route or the direction you want to go.

   (Discuss what is on compass-bulletin board).

2. Helm - This is the steering wheel of your ship. You can change your course by turning the wheel. (See bulletin board Helm.) One selection might be to Chart a New Course. If you find you are running into trouble on a storm or you are getting off course, you can turn the helm to chart a new course.

   Another selection on the Helm is to Change Crew. The crew consists of friends and family members including fellow classmates who are willing to help you on your trip. If your present crew can not help, you may need to select others or change your entire crew. If there are not enough figures on the Crew Worksheet, the students may add more.

   Another selection would be to Drift. If a storm is so overwhelming, you might decide to just drift along. You may opt to drift, but you must realize you make no progress toward your goal. Drift is only a resting time enabling you time to decide appropriate action. (The student will write beside the "Storm Cloud" the word DRIFT. When he/she has decided appropriate action, they must write beside the "Storm Cloud" their decision. DRIFTING is only permitted for ½ a class period.)

Drop Anchor is used only when you are actively deciding on a course of action. You are making ship decision. Rely on Compass or Helm. (Drop Anchor will be written beside the Storm Cloud, indicating that the student is actively making decisions.) His/her decision will then be written beside the Storm Cloud.

Batton Down the Hatches is used when you have made decisions, selected a crew, made repairs,notified tug boats, and are ready to weather the storm and sail ahead. (The "Batton Down the Hatches" will be written beside the "Storm Cloud.")

If you select Polish Equipment and Make Repairs, you are re-evaluating your course of action. If you decide to send S.O.S. with ship to shore radio, you are asking the Tug Boats for help to tow your ship. Tug Boats respond to all S.O.S. calls. You may have as many Tug Boats as you need to get through or around the storm. REMEMBER: Students must follow the "Waves" direction printed on their map.

These three pieces of equipment (Compass, Helm, and Tug Boats) are standard on all ships. You have these on your ship and everyone else has them on his/her ship.

Distribute to each student: Crew Worksheet and Personal Life Jacket Worksheet.

Everyone's Crew will be different. You may list as many friends and family members and fellow classmates, as you like to help you on your journey. If there are not enough figures on your Crew Sheet, add more. You may change, add to, and/or dismiss any of your crew members at any time. (Students write on figures, names of crew members.)

Your personal Life Jacket is "Stuff captains are made of", for instance: intelligence, courage, endurance, faith, hope, willpower, ambition, experience, strength, persistence, concern for others, kindness, stamina, fearlessness, friendliness, etc. (Distribute to each student a Personal Life Jacket Worksheet.) The student will list his/her own personal characteristics or qualities on the Life Jacket. (Use positive characteristics only.)

Give each student a Map and also display this Map on overhead projector.

You now have your map showing your ship in the lower right corner and your Fantasy Island in the upper left corner. On your map in your Fantasy Island, write the goal that you selected as your destination. (You also wrote this goal on your Ticket to Fantasy Island).

For your "ship" to reach this goal or Fantasy Island, it must travel life's waves. Every ship must ride the waves of: Family influences, Peer influences, and School and/or Community influences. (Teacher: discuss each of these waves, as family, peer, and school/community influences affect each one of us.) You must ride out these waves to get to your goal and reach Fantasy Island, as these waves are part of life for each of us. (There are arrows indicating the direction you must follow on the waves to reach your Fantasy Island).

ACTIVE DECISION MAKING

Warning: STORM AHEAD !!!!!!

Storm clouds are always present. A storm may upset your ship; it may upset your life if you do not cope with these storms. CAPTAIN YOUR SHIP! CAPTAIN YOUR LIFE! RIDE OUT THE STORM! As a storm approaches, you will need to BATTON DOWN THE HATCHES! Use your equipment to survive your travel through the storm. If you decide to weather the storm and sail through it, you may need to use any or all of your equipment: Compass, Helm, Tug Boats, Crew, and your Personal Life Jacket. You may decide to go bravely through the storm relying on your Personal Life Jacket only. But if your Personal Life Jacket is not strong enough, you may need to use any or all of your other equipment: Compass, Helm, Tug Boats, and Crew, to keep your ship out of the storms. REMEMBER ONLY ONE STORM AT A TIME!! Do not brew up another storm while dealing with one.

Storm Cloud Ahead!!!!

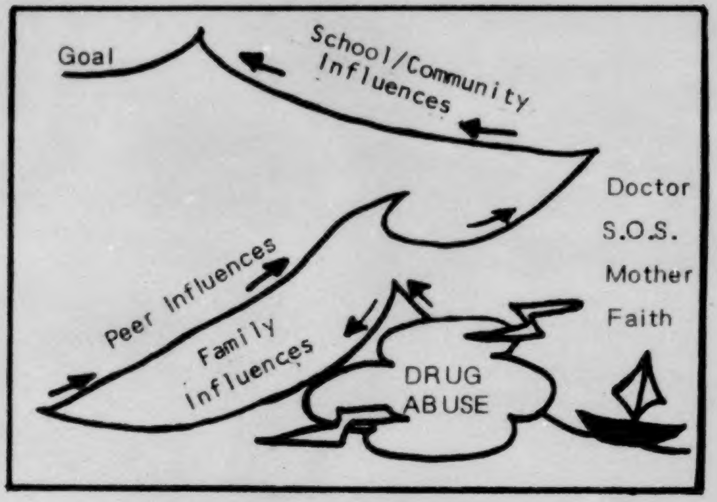
The storm clouds are the things with which you must cope to reach Fantasy Island or your goal. These storm clouds may be in the form of Drug Abuse, Alcohol, Sexual Difficulties, Self-abuse, Run-away, Financial Problems, Trouble with the Law, Family Turmoil, Smoking, etc.

Directions for Teacher and example of a Storm Cloud:

One storm cloud at a time will be placed over the transparency map. Students must decide how they would go through the storm cloud, whether this is one of their current problems or not. For example:

> If the storm cloud presented on the map (one cloud at a time is overlaid on the transparency) is DRUG ABUSE, the students will make their own decisions and choices as to how they might deal with this problem. They must write on their own map exactly what their decisions are to overcome this storm. They will move along on their map following the course of the 3 waves (Family Influences, Peer Influences, School and/or Community Influences). Remember a ship will move along toward the goal only after the student has chosen a way to weather a storm cloud.

MAP



Debriefing

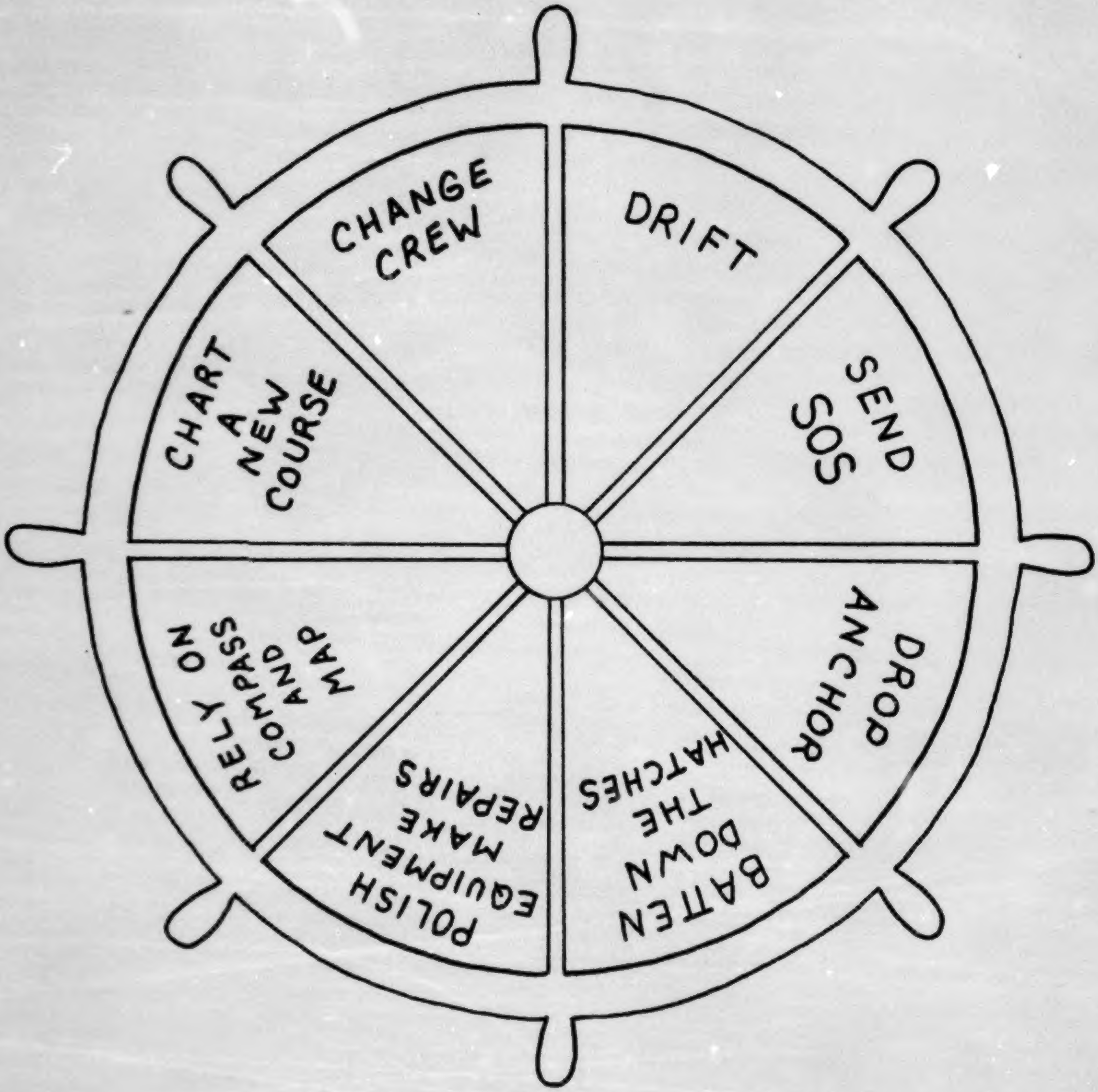
Please note any feedback from students as they progress through this simulation. Try to continue this simulation with as few interruptions as possible (except for questions). When the students have reached their goal, discuss the following:

1. Which of the various strategies did you choose?
2. Are these strategies or decisions realistic in handling the various storm clouds?
3. Could you have made more appropriate decisions or choices?
4. What would be other good decisions if you could do it again?
5. What were your feelings during this simulation?
6. How might this simulation be improved?
7. How did you make your decisions?
8. Were they difficult to make?
9. Are you satisfied with your course of action?
10. Do you think you will encounter these storm clouds in your life?
11. Would some of your choices or decisions be useful to help a friend who is trying to cope with storm clouds in his/her life?
12. Were any of these strategies presented in the simulation new to you, or were you already familiar with the various choices?
13. What strategies did you learn that you could use in other situations?

TEACHER: Discuss with entire class, what solutions they found for the various storm clouds.

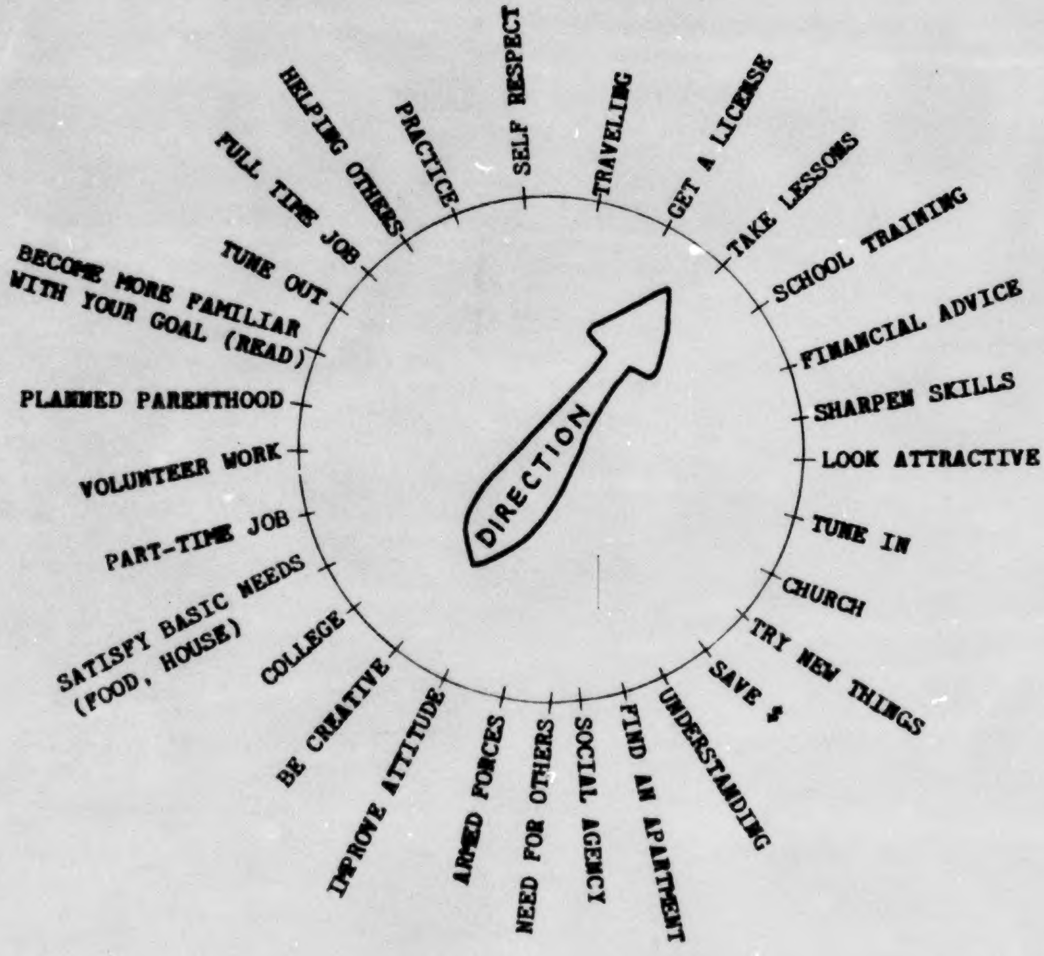
Bulletin Board

HELM


CHANGE CREW
DRIFT
SEND SOS
DROP ANCHOR
BATEN DOWN THE HATCHES
POLISH EQUIPMENT MAKE REPAIRS
RELY ON COMPASS AND MAP
CHART A NEW COURSE

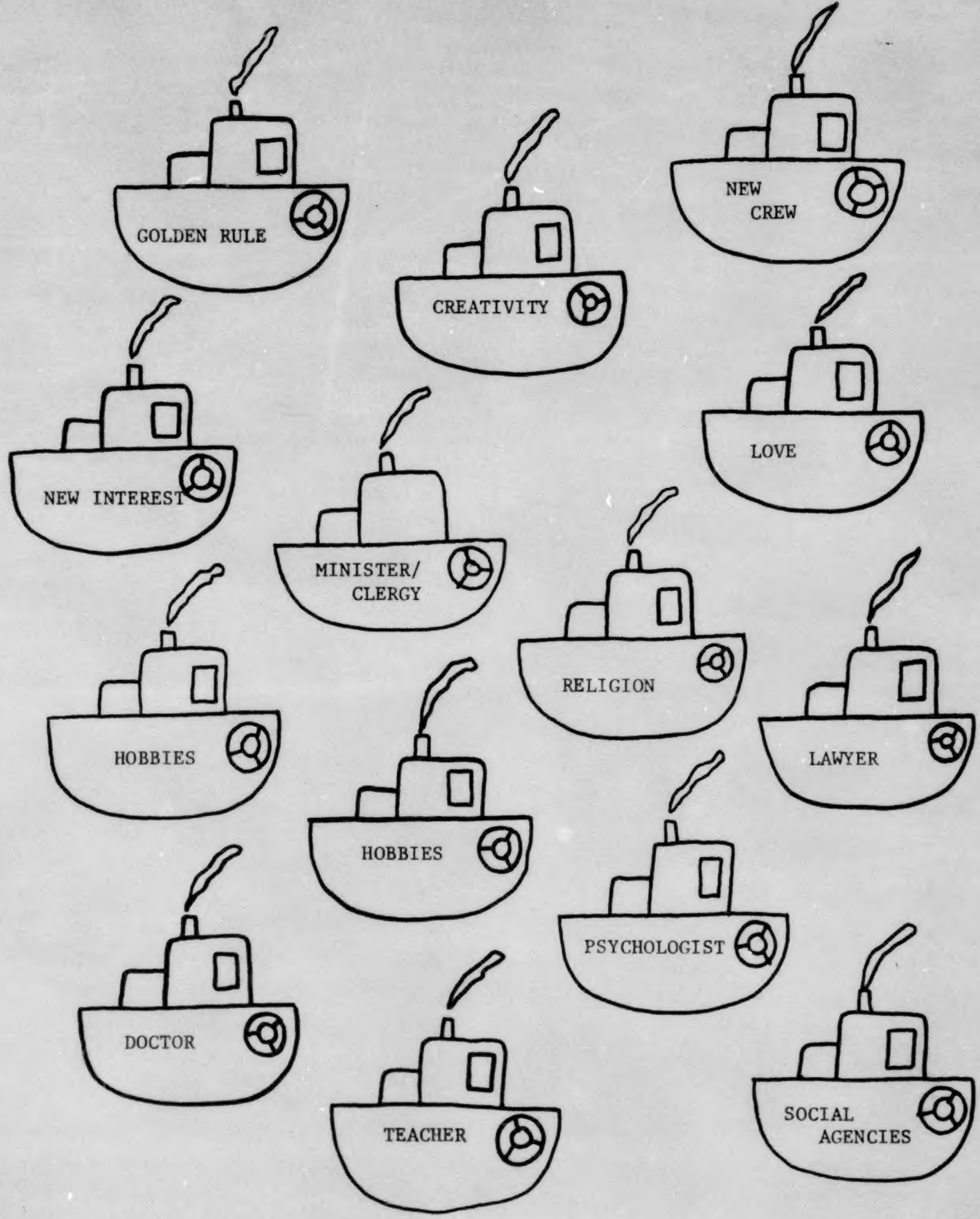
Bulletin Board

COMPASS


DIRECTION
SELF RESPECT
TRAVELING
GET A LICENSE
TAKE LESSONS
SCHOOL TRAINING
FINANCIAL ADVICE
SHARPEN SKILLS
LOOK ATTRACTIVE
TUNE IN
CHURCH
TRY NEW THINGS
SAVE $
UNDERSTANDING
FIND AN APARTMENT
SOCIAL AGENCY
NEED FOR OTHERS
ARMED FORCES
IMPROVE ATTITUDE
BE CREATIVE
COLLEGE
SATISFY BASIC NEEDS (FOOD, HOUSE)
PART-TIME JOB
VOLUNTEER WORK
PLANNED PARENTHOOD
BECOME MORE FAMILIAR WITH YOUR GOAL (READ)
TUNE OUT
FULL TIME JOB
HELPING OTHERS
PRACTICE

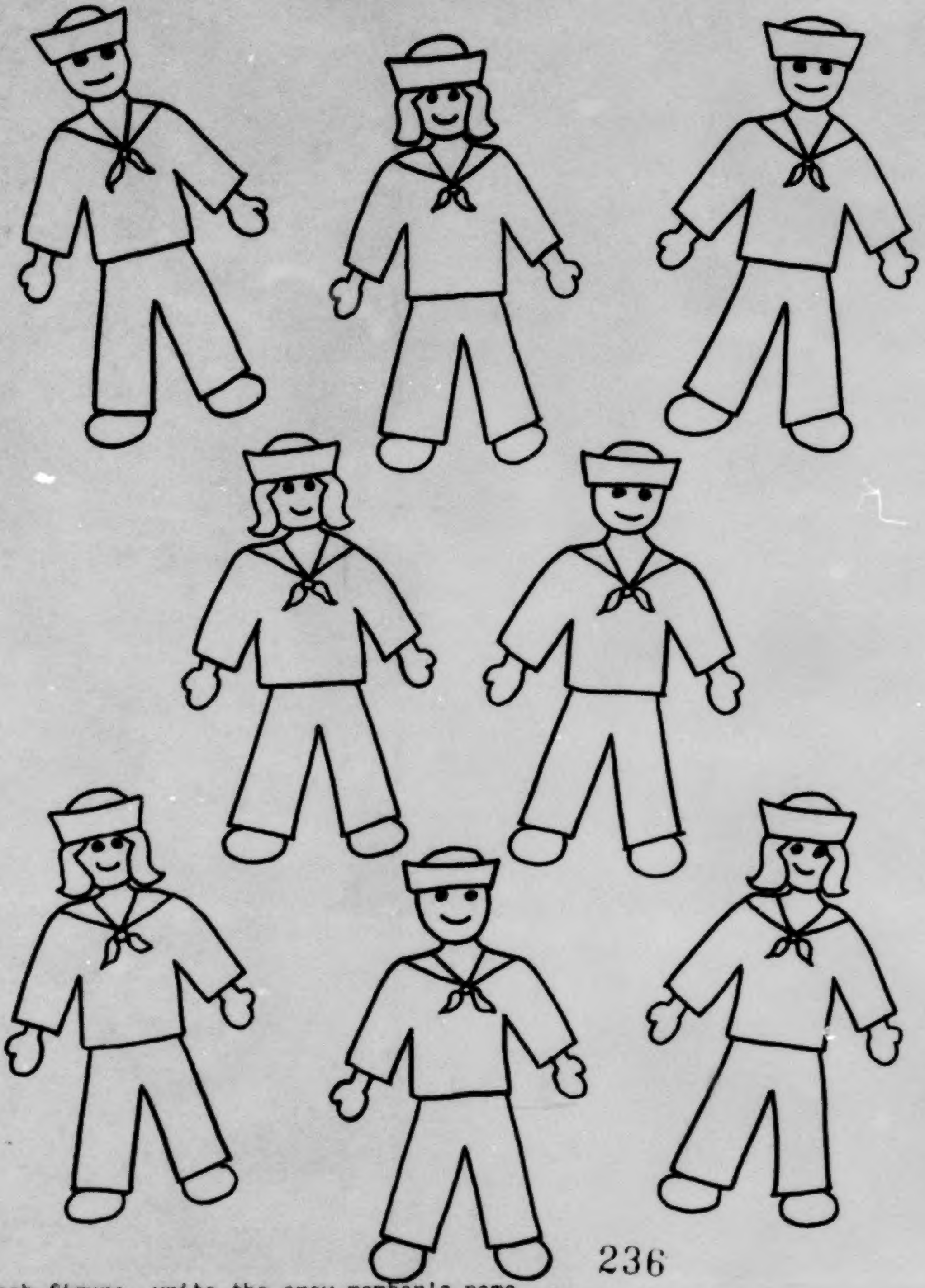
Bulletin Board

TUG BOATS


GOLDEN RULE
NEW CREW
CREATIVITY
LOVE
NEW INTEREST
MINISTER/ CLERGY
RELIGION
HOBBIES
LAWYER
HOBBIES
PSYCHOLOGIST
DOCTOR
TEACHER
SOCIAL AGENCIES

Handout

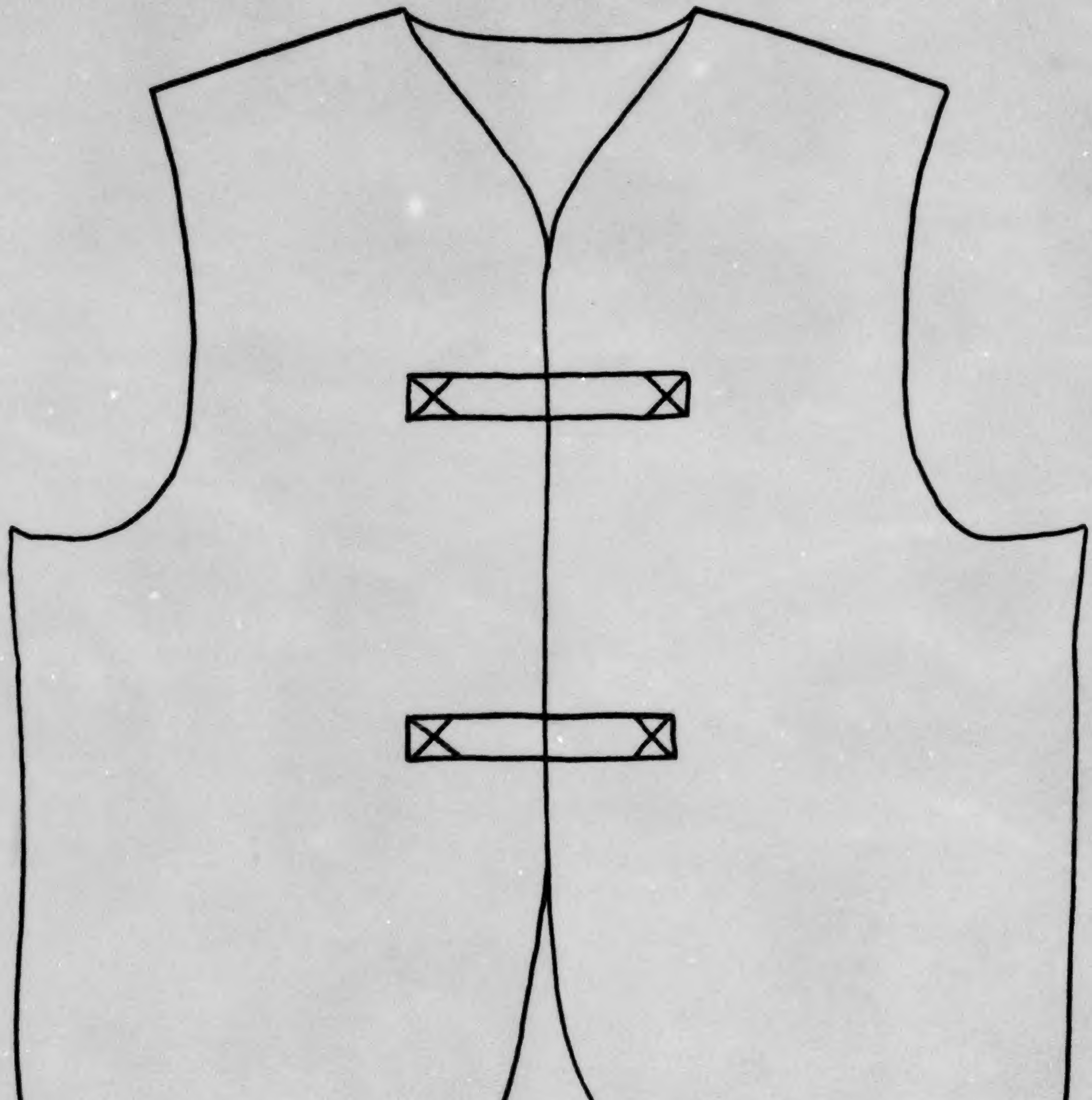
MY CREW



On each figure, write the crew member's name.

Handout

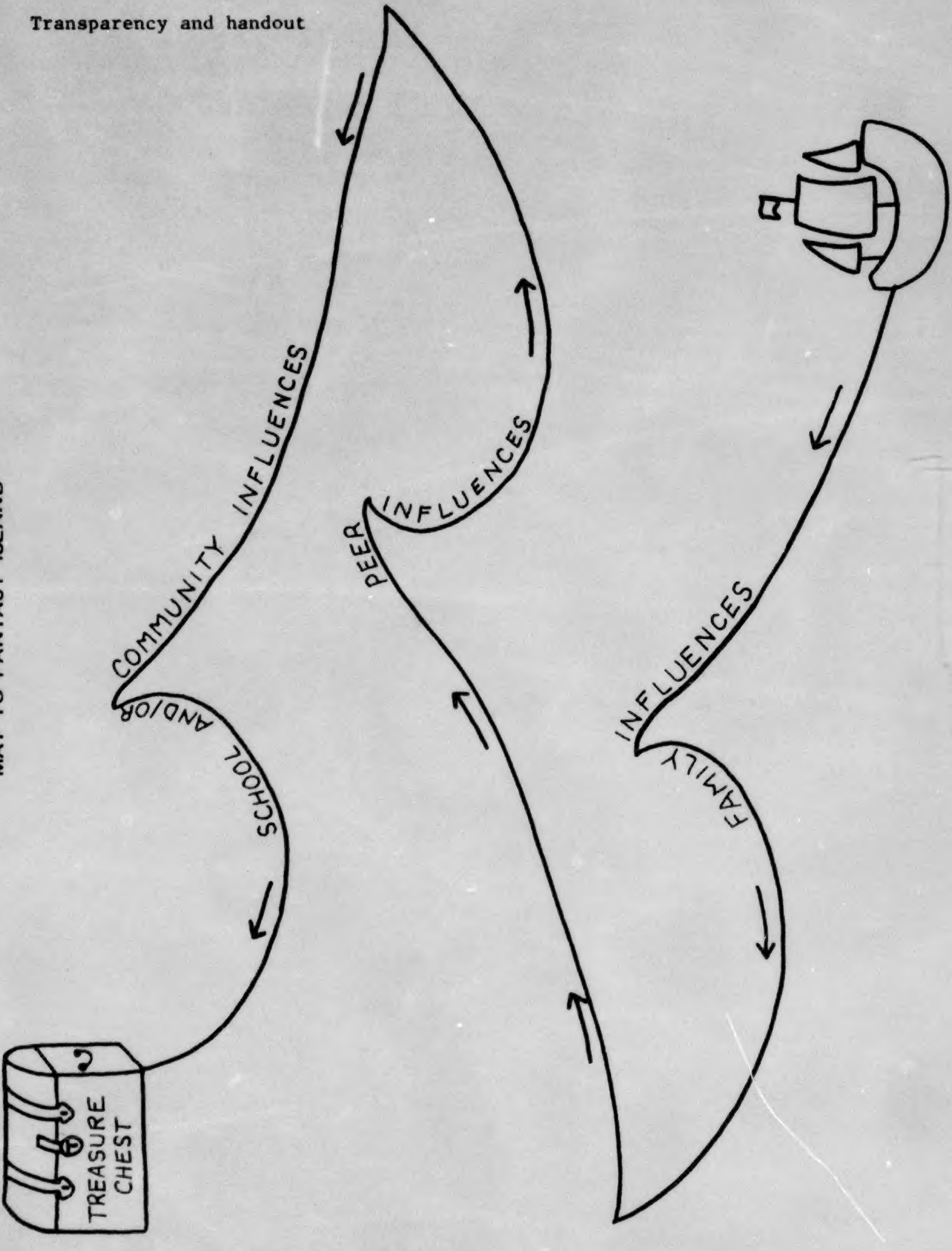
MY PERSONAL LIFE JACKET



Write your own personal characteristics on
your lifejacket.

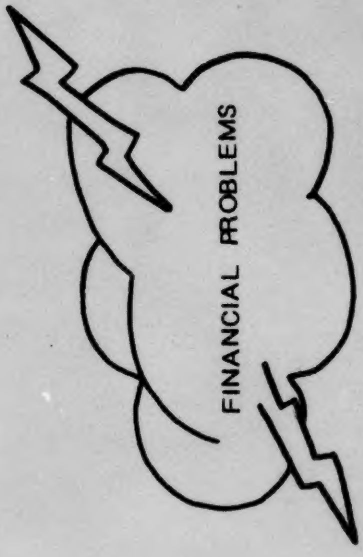
Transparency and handout

MAP TO FANTASY ISLAND

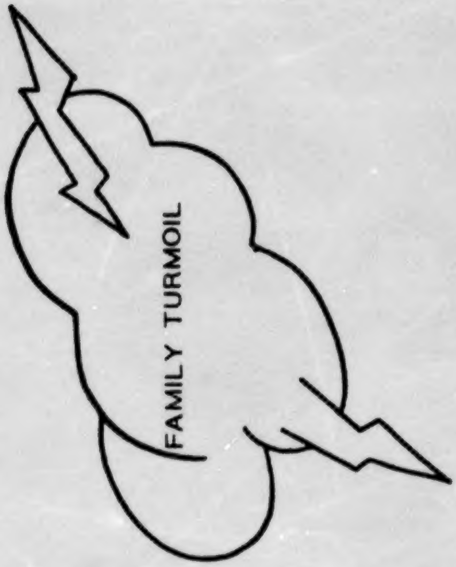

FAMILY INFLUENCES
PEER INFLUENCES
COMMUNITY INFLUENCES
SCHOOL AND/OR
TREASURE CHEST

Supplement 1.72 - COPING WITH TODAY
Fantasy Island
Page 12

Transparency overlay

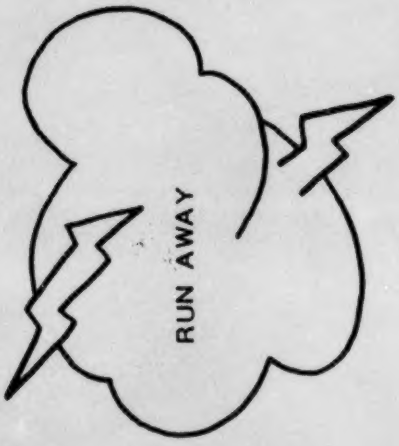

FINANCIAL PROBLEMS

Transparency overlay


FAMILY TURMOIL

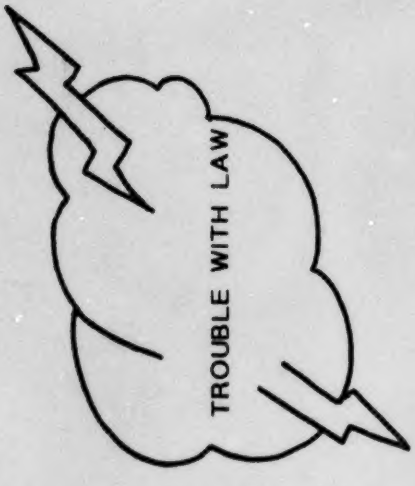
Supplement 1.72 - COPING WITH TODAY
Fantasy Island
Page 14

Transparency overlay

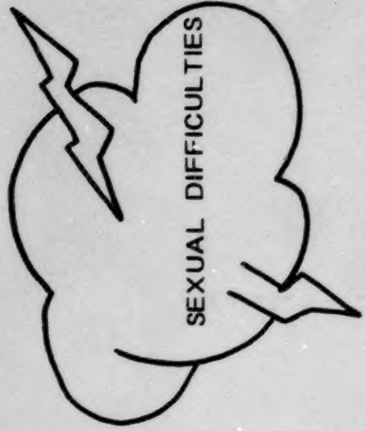


ct-40

Transparency overlay

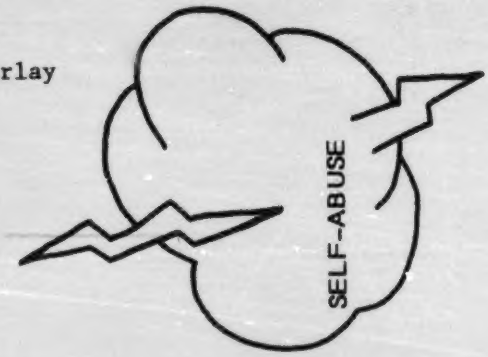

TROUBLE WITH LAW

Transparency overlay

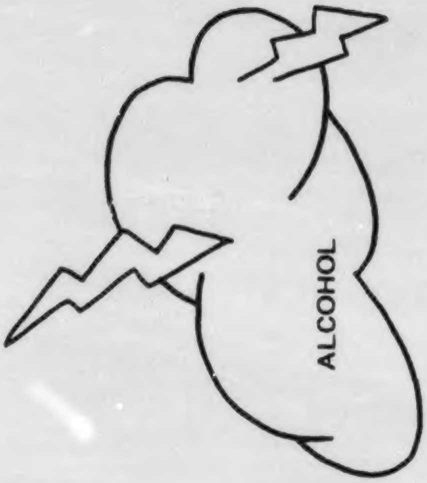

SEXUAL DIFFICULTIES

Supplement1.72 - COPING WITH TODAY
Fantasy Island
Page 17

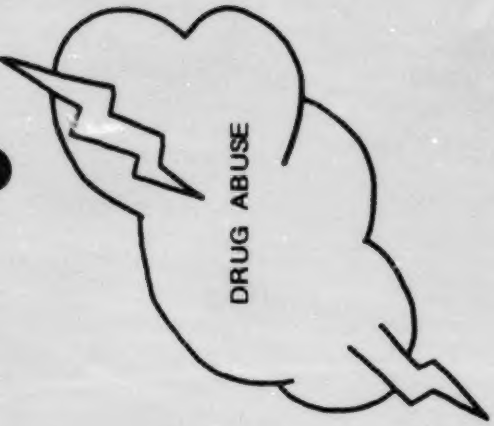
Transparency overlay



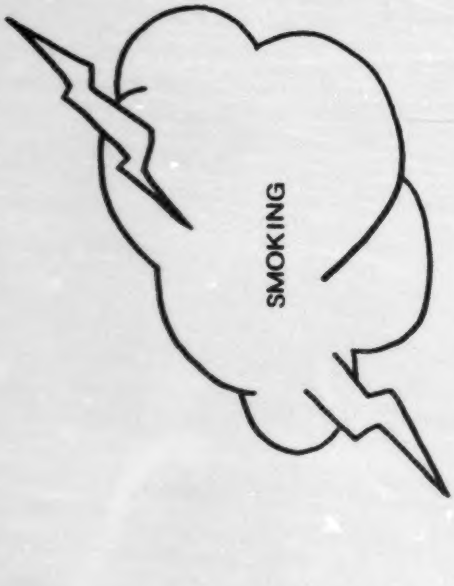
Transparency overlay



Transparency overlay

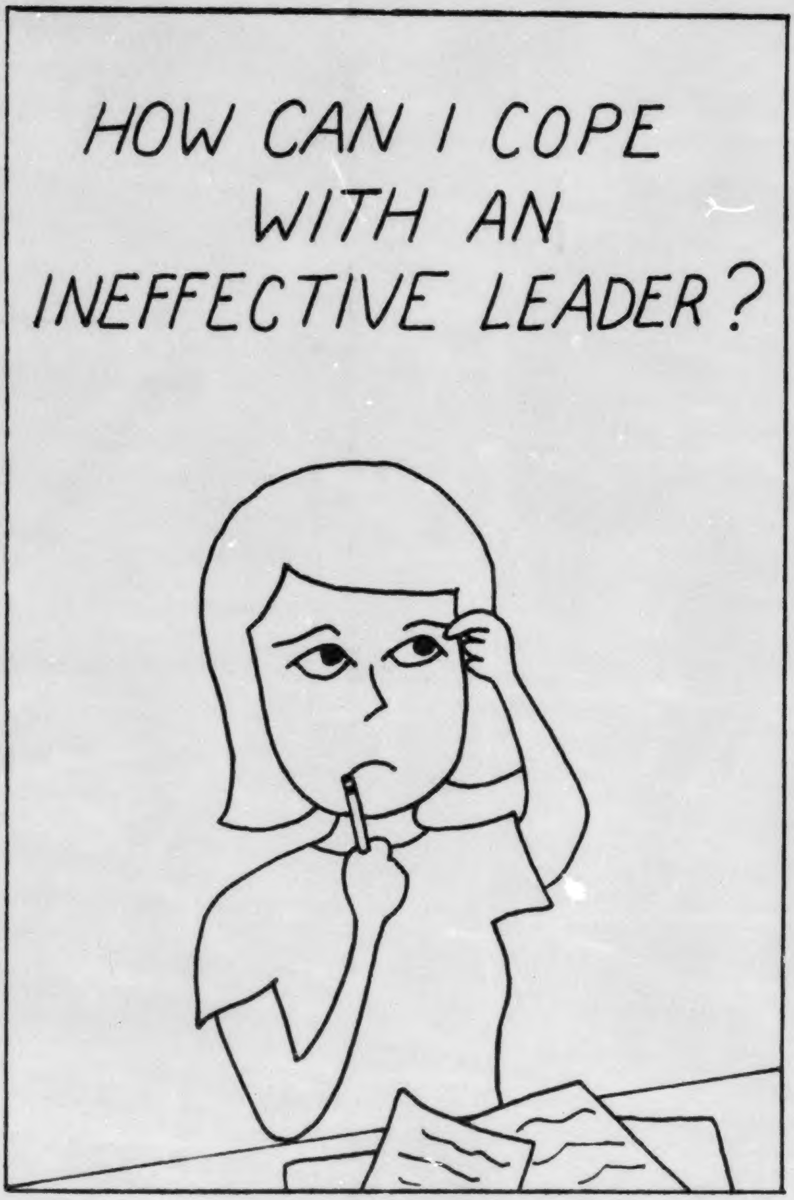


Transparency overlay



Supplement 2.11
COPING WITH TODAY
Leadership Qualities

STEPS TO LEADERSHIP


HOW CAN I COPE WITH AN INEFFECTIVE LEADER?

INEFFECTIVE LEADERSHIP QUALITIES

Directions: Using the qualities given below, discuss ways to cope with lack of leadership skills. Check skills and complete the chart given on ways to cope.

QUALITIES	WAYS TO COPE
Inconsistency	
Favoritism	
Stereotyping	
Annoying mannerisms	
Lacks control	
Not punctual	
Avoids Responsibility	
Unprepared	
Unorganized	
Repetitious	
Lacks insight	
Poor grooming	
Unsatisfactory dress	
Poor communication skills	
Unreceptive to new ideas	
Ineffective parliamentary procedure	

GOOD AS GOALS

1. How important are goals to the success of an organization?

2. In what ways might an organization and its members be affected by leadership's failure to work toward goals of the organization?

3. What can group members do to encourage leaders to carry through with the purpose of the organization?

4. In what way do the goals of a leader influence the goals of a group?

5. How can you tell how good the goals are of groups and their leaders?

6. What is the difference between being an ineffective leader and leadership toward questionable goals?

7. Identify several leaders who could be described as effective but you would not identify with because of their goals.

AM I RESPONSIBLE?

Directions: For each responsibility check the sppropriate column as to who is responsible in a club or organization. You may check more than one answer.

Responsibility	Leader	Member	Myself
Know parliamentary procedure			
Choose activities			
Select leaders			
Attend regularly			
Promote enthusiasm			
Develop programs			
Carry out rules			
Settle disagreements			
Change policies			
Provide refreshments			
Handle money			
Schedule events			
Find suitable meeting place			
Pay dues			
Set meeting time			
Prepare for meeting			
Make decisions			

EXERCISING LEADERSHIP

Directions: Complete the following questions. Be prepared for a classroom discussion.

1. Name a group or organization of which you are a member.

2. Check your reason(s) for joining this group.

_____ security _____ recognition

_____ new experience _____ have responsibility

_____ other ____

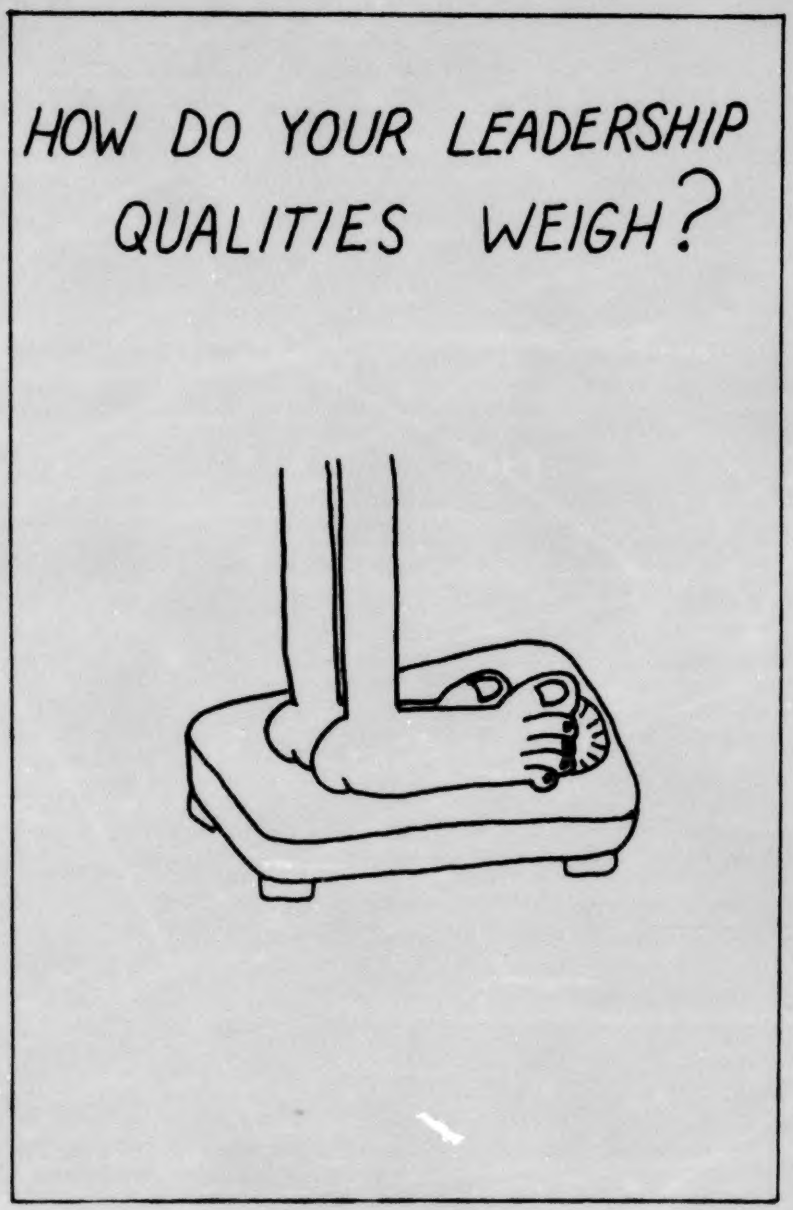
3. Why do you feel the reason you checked applies to you?

4. What roles have you assumed as a member of this group?

5. Which role could you assume, and what would you have to do to carry out this role?

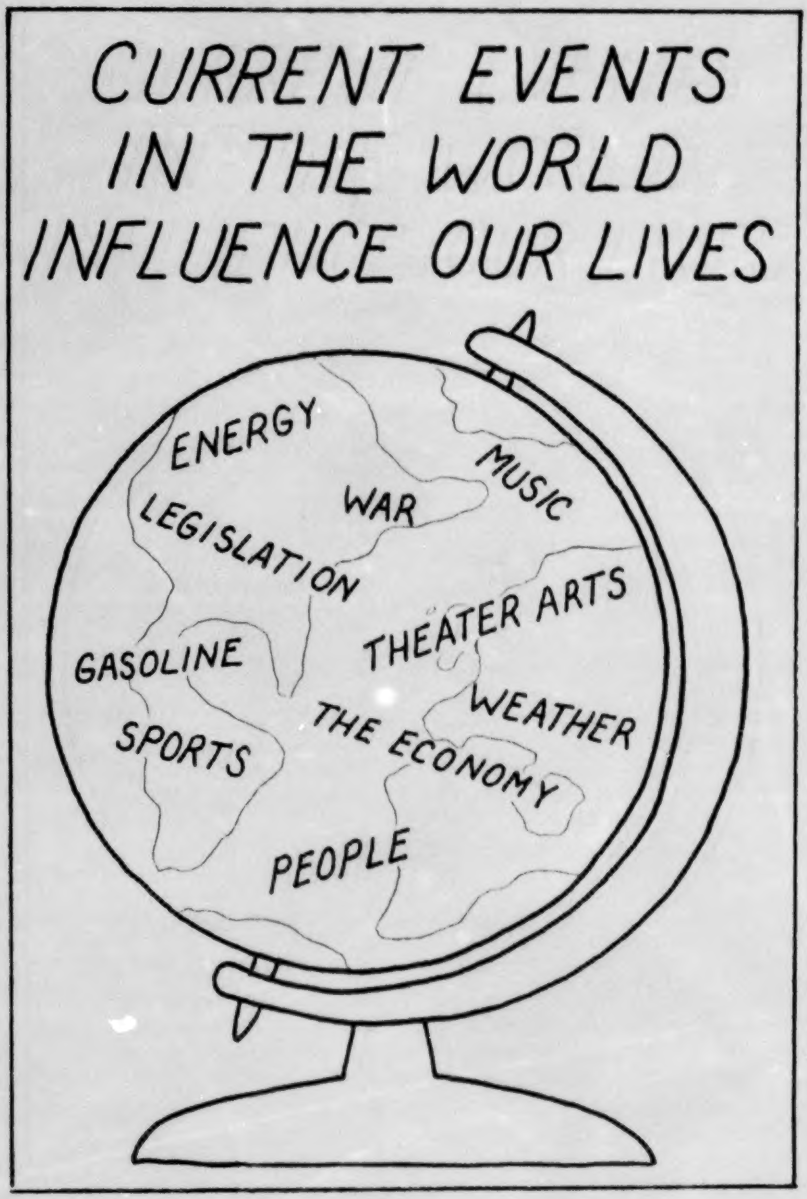
Supplement 2.21
COPING WITH TODAY
Leadership Qualities

COPING--**STEPS** TO SURVIVING


HOW DO YOUR LEADERSHIP
QUALITIES WEIGH?

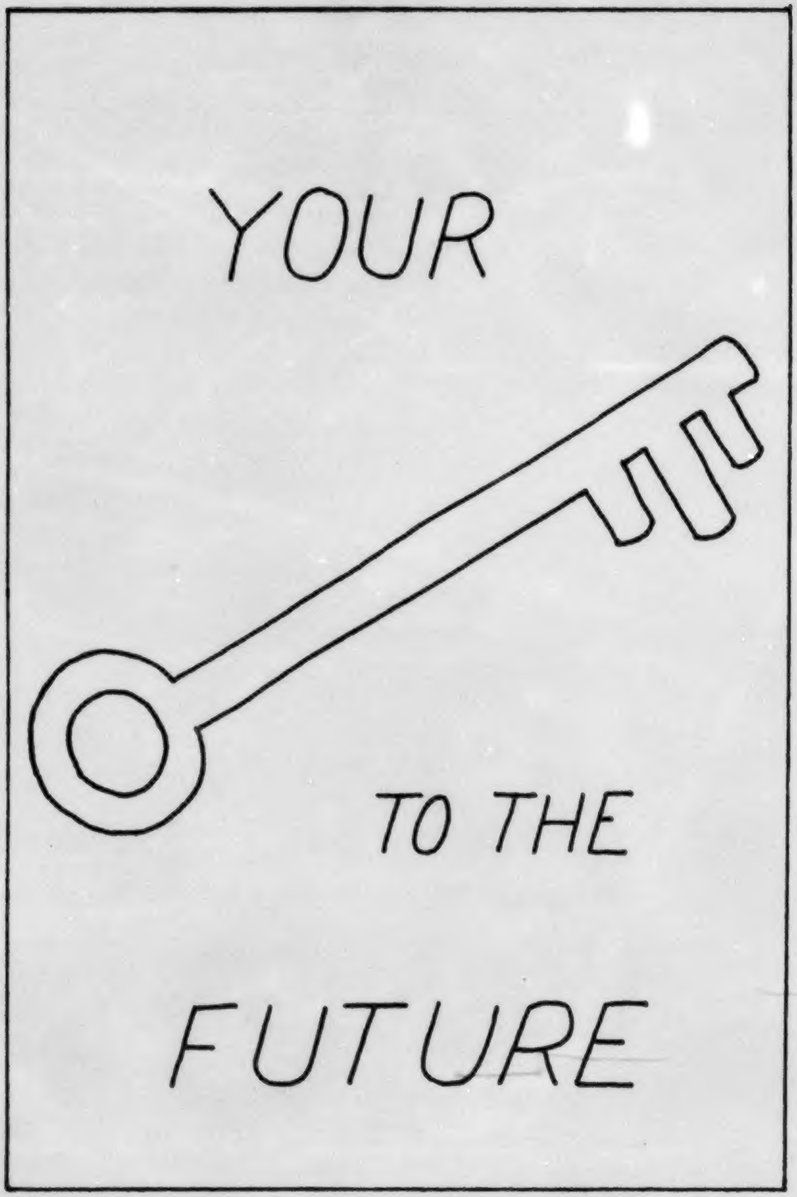
Supplement 3.11
COPING WITH TODAY
World Influences

STEPS TO UNDERSTANDING WORLD INFLUENCES


CURRENT EVENTS
IN THE WORLD
INFLUENCE OUR LIVES
ENERGY
MUSIC
WAR
LEGISLATION
THEATER ARTS
GASOLINE
WEATHER
SPORTS
THE ECONOMY
PEOPLE

Supplement 3.21
COPING WITH TODAY
Energy Concerns

STEPS TO CONSERVING ENERGY


YOUR
TO THE
FUTURE

TO WASTE OR NOT TO WASTE

How do You feel about.....	It doesn't make much difference.	Take it or leave it.	A big energy concern.
1. Leaving on lights when they are no longer needed?			
2. Leaving on the TV when no one is in the room?			
3. Washing one item of clothes at a time in the washer?			
4. Ignoring a dripping faucet?			
5. Letting the water run continuously when brushing teeth?			
6. Holding the refrigerator door open while looking for something to eat?			
7. "Spinning out" when driving?			
8. Wearing clothes so you don't have to turn the heat up or down?			
9. Using a hair dryer instead of letting hair dry naturally?			
10. Driving instead of riding the bus?			

Supplement 3.21
COPING WITH TODAY
Energy Concerns

WHERE DO YOU STAND?

Stand in the designated area of the room that best describes your feelings on energy use. Tell why you are standing in that position.

Classroom

A B C D E

Energy Continuum

A. Willing to live very simply without any modern conveniences, energy users, much as pioneers used to live.

B. Willing to limit energy use quite severly.

C. Use some energy consumers but do without several others.

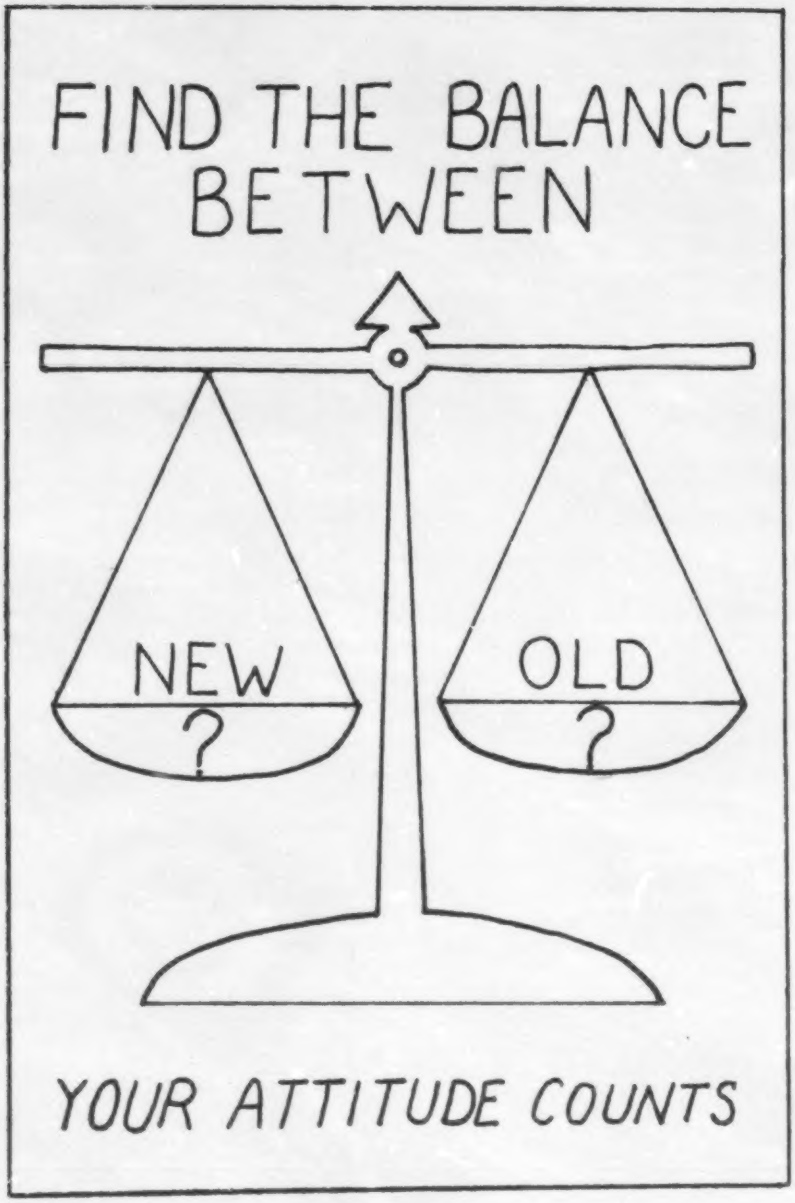
D. Can do without some things but really need many things that use energy.

E. Must have modern equipment regardless of energy used (hair dryer, TV, cars, etc.).

Discuss the following questions:

1. Do you believe there is a serious energy problem in the U.S. and world?
2. What changes are you willing to make to conserve energy?

RECYCLING--STEPS TO SAVING


FIND THE BALANCE BETWEEN
NEW
?
OLD
?
YOUR ATTITUDE COUNTS

USE IT UP

REASONABLE RECYCLING

1. Regina has an invitation to the prom. There is $30 in the family budget that can be applied toward the cost of a new dress. However, the dress Regina would like to buy costs $70. Marie-Anne, Regina's cousin, has offered to let Regina borrow her dress. Regina could also recycle last year's dress.

    A. What decisions could Regina make?

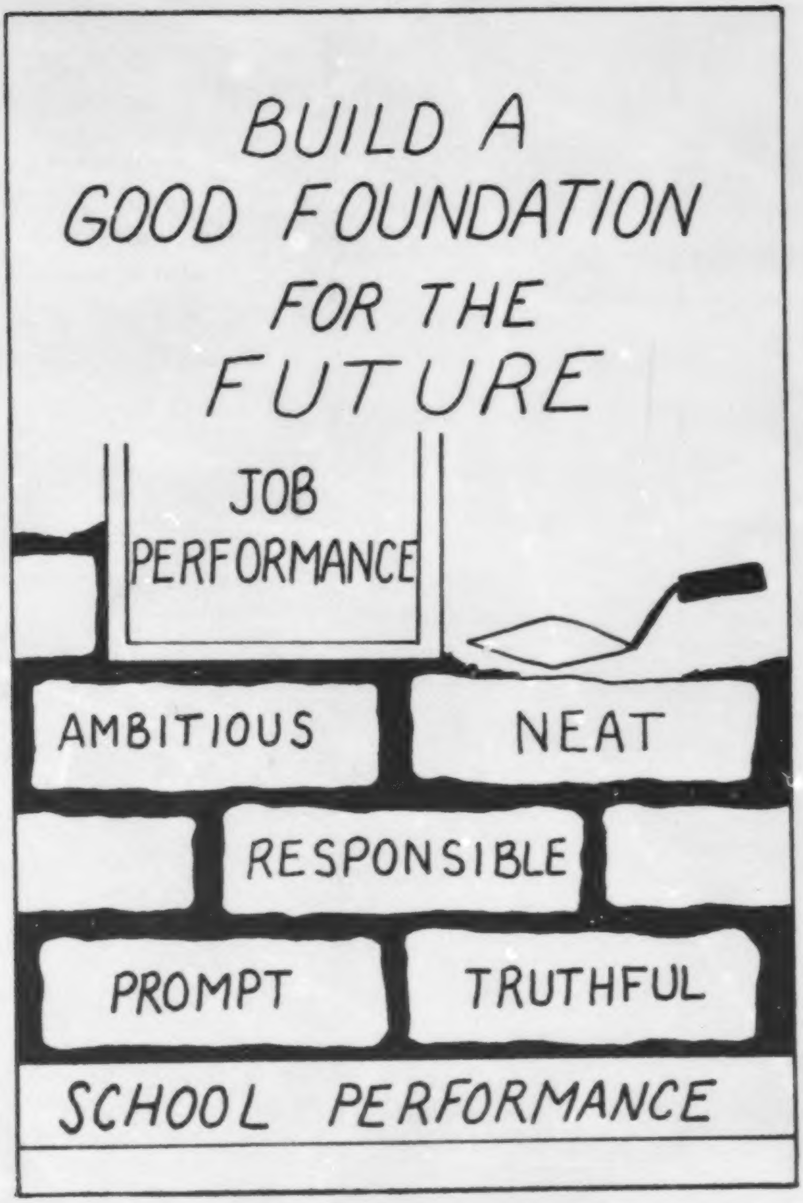
    B. What attitudes will influence her decision?

2. Zak's Boys Club is discussing whether or not to participate in a community recycling project. Each club has been asked to accept the responsibility for collecting one item that can be recycled. The club is thinking about collecting used aluminum. They have determined that members would have several things to do if they participate in the project.

    A. What would they have to do if they participated?

    B. What attitudes concerning the decision to participate in the recycling project could be expressed?

STEPS TO A CAREER


BUILD A GOOD FOUNDATION FOR THE FUTURE
JOB PERFORMANCE
AMBITIOUS
NEAT
RESPONSIBLE
PROMPT
TRUTHFUL
SCHOOL PERFORMANCE

COPING WITH CAREER CRISIS

Directions: Role play these situations with one student assuming the role of the employer and another student assuming that of the student worker:

Situation 1:

Student Worker: I'm sorry I am late.

Employer: You have been late three timese recently, I __________

____.

Situation 2:

Student Worker: The job isn't done yet.

Employer: In that case, ____________________________________

____.

Situation 3:

Student Worker: But, I don't feel good.

Employer: You're always making excuses. ______________________

____.

Situation 4:

Student Worker: I really worked hard on this task.

Employer: I know that, ____________________________________

____.

REWARDS AND PENALTIES

Select one of the cards with the following:

1. Tardy/Prompt
2. Cheat on test/Do own work
3. Not finish assignments/Finish assignments
4. Do sloppy work/Do careful work
5. Procrastinate/Do it now
6. Skip school/Attend school regularly
7. Make up excuses/Be honest
8. Do as little as possible/Do extra work

Use the card you drew and answer the following questions for both phrases. You may have to change the wording slightly for different questions.

1. Does it bother you to ____________________? (Yes or No)
2. What is your attitude toward ____?
3. Have you ever been rewarded for ____?
4. What was your reward? ____?
5. Have you ever been punished for ____?
6. What was the punishment? ____?
7. If you were on a job, what would the punishment be?
8. Is this action constructive or destructive to your grades (or career)?

RAGS TO RICHES

Directions: Complete the chart below and determine what "business" you are going to start. Be prepared for participation in classroom discussion.

Interests	Skills	Work Experiences	Goals

1. What three businesses would you like to own?

   1st Choice ______________________

   2nd Choice ______________________

   3rd Choice ______________________

2. Why did you choose these three?

3. What makes you feel that you would be successful at these businesses?

4. What do you think you would need to do to start one of these businesses?

5. Would you rather being sole owner or having a partner? Why?

6. If you owned a business, how would you deal with consumer complaints?

Teacher Instructions: After the students or group of students have decided what business they wish to start, make plans to carry through the activity with a "Main Street Shopping District."

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Have the students set up their own businesses within the room, using props as needed. Make signs and select a place in the room for the businesses. Using "play" money have other students in the class or students from another class (study hall, etc.) "shop" at the stores. Consumer complaints could also be incorporated into the activity.

When the "shopping" is completed, discuss what took place. Discuss what makes a person successful and illustrate how the students could be successful as businesspersons.

STEPS

SURVIVING TODAY'S EXPERIENCES AND PROBLEMS

SUCCESSFULLY

FAMILY LIVING
PARENTHOOD EDUCATION

FAMILY LIVING/PARENTHOOD EDUCATION

This unit concerns development within the context of the family and relationships with family members. It also includes how to show appreciation for other family members, including elderly persons. The unit recognizes a variety of family types and influences, since students in our classes live in a variety of family situations.

Since STEPS was developed for 9th and 10 graders, the focus in the course is on the present family rather than on the student's family of the future. Although this is a time at which adolescents rely heavily on peers as they attempt to exert their independence by drawing away from the family, it is generally considered that continuing to live with the family is best in the vast majority of cases. This unit, therefore, emphasizes living with the family as happily as possible. Friendships are included in this unit, with dating considered as a special case of friendship.

Although many teenagers at this age do marry, the unit discourages the idea of early marriage and teenage pregnancy. Yet we know that 11 million teenagers get pregnant each year and that one in five babies in this country is born to a teenage mother. Although there are serious consequences for babies born to teenagers, this particular unit emphasizes the responsibilities of parenthood and consequences of early parenthood in relation to the teenage parent.

Ideas for FHA Chapter Activities and Extended Learnings in the home and community are listed at the end of the unit. Modules from HOME for STEPS that relate to the unit are listed within the unit as well as with Extended Learnings. Supplements are in the latter part of the unit.

CONCEPT CHART

FAMILY LIVING/PARENTHOOD EDUCATION

Lesson Topic

1.0 FAMILIES TODAY

1.10	Family changes	1.11	Societal factors/family life
1.20	Responsibility	1.21	Role and responsibilities
1.30	Responsibility	1.31	Roles change in emergencies
1.40	World Influences	1.41	Effect of other cultures, situations on families

2.0 DEVELOPING IN THE FAMILY

2.10	Self-image	2.11	Formation of self-image
2.20	Appreciation	2.21	Seeing positive side of people
		2.22	Show appreciation for family
		2.23	Show appreciation for older people
2.30	Leadership Qualities	2.31	Develop leadership within family

3.0 IMPROVING RELATIONSHIPS

3.10	Responsibility	3.11	Rights and responsibilities
3.20	Human Relationships	3.21	Role conflicts
3.30	Human Relationships	3.31	Acting on value conflicts
3.40	Human Relationships	3.41	Verbal/nonverbal communication
		3.42	Level of communication
3.50	Human Relationships	3.51	Skills to build relationships
		3.52	Dating

4.0 PARENTHOOD

4.10	Responsibility	4.11	Obligations of parenthood
		4.12	Consequences of teenage parenthood

5.0 FAMILIES COPE TO SURVIVE

5.10	Coping/Surviving	5.11	Analyze problems
		5.12	Analyze strategies for coping
5.20	Human Relationships	5.21	Family member exploitation
5.30	Recycling	5.31	Family plan for recycling as coping strategy
5.40	Energy Concerns	5.41	Family plan for reducing energy consumption

6.0 CAREER AWARENESS

6.10	Careers	6.11	Describe careers
6.20	Entrepreneurship	6.21	Self-employment
6.30	Human Relationships	6.31	Family living skills related to career

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept :** FAMILIES TODAY - Family Changes

Competency 1.10 The learner will identify societal factors affecting families today.

Learner Outcome 1.11 The learner will explain how factors in society can affect family life.

Activities	**Resource Materials**
View a display of family portraits from magazines, old albums, etc. Discuss differences you notice.	
Try to predict trends that affect families. First try to determine what the trend over the past few years has been, then predict what will happen in the next few years. Discuss why these trends exist and why you make each prediction.	Supplement 1.11. Families-Past, Present, and Future.
View the filmstrip The Family Today and complete Worksheet #4, Work and Parenting.	THE FAMILY TODAY. Maclean Hunter (Butterick).
Read to find how economic and other factors affect families.	McGinley. People: Caring, Deciding, Growing. pp. 97-101. Foster et al. Creative Living. pp. 97-100.

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept** : FAMILIES TODAY - Responsibility

Competency 1.20 The learner will describe the roles and responsibilities that must be assumed within families.

Learner Outcome 1.21 Given a description of a family, the learner will list roles and responsibilities that must be assumed by family members.

Activities	Resource Materials
View the bulletin board and/or make a collection of hats of all types that might be worn by a variety of people - rain hats, baby bonnet, Easter bonnet, baseball cap, furry hat, etc. Add other symbols to represent roles people might play: apron, brief case, lunch bucket, etc. Discuss how these props represent different roles family members play.	Supplement 1.21. STEPS Toward Responsibility: Who Am I?
Bring to class a paper bag with three items that symbolize a role or roles you play. Share with the rest of the class. See if they can identify what role each item represents.	
Read to identify roles and responsibilities of different family members.	Cowan. A Family Is. pp. 14-16, 36-39, 58-61. Goodspeed & Smith. This Is the Life. pp. 56-65, 118-121. McGinley. People: Caring, Deciding, Growing. pp. 102-108. Foster et al. Creative Living. pp. 80-83.
Make a series of mini-posters showing family responsibilities such as wage earning, child care, food preparation, shopping, housekeeping, laundry, lawn care, painting, repairs, etc. Assign responsibilities to different family members by colored stickers. Place a square of paper by each poster and have students sign the responsibilities they assume regularly.	

Activities	Resource Materials
Have a panel of various family members with a variety of lifestyles discuss how they handle roles and responsibilities in their families. Include families of different sizes and work patterns.	
Draw a picture of each of your family members. Above each picture list their individual responsibilities.	
Complete Supplement 1.21, Roles and Responsibilities Scramble.	Supplement 1.21. Roles and Responsibilities Scramble.
Dramatize the situations in Supplement 1.21. Discuss how roles and responsibilities are carried out.	Supplement 1.21. The Grays Have It Together; The Aldriches Don't.
Complete Study Sheet #1, Family Facts and Fallacies, and #3, A Family Profile from THE FAMILY TODAY. Discuss parents responsibilities toward teenagers as well as teens' responsibilities to their parents.	THE FAMILY TODAY. Maclean Hunter (Butterick). Study Sheets #1 and 3.

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept** : FAMILIES TODAY - Responsibility

Competency 1.30 The learner will identify situations in which roles assumed by family members may change.

Learner Outcome 1.31 Given case studies of families with varying lifestyles and/or emergency situations, the learner will assign responsibilities to various family members in each family.

Activities	**Resource Materials**
Review family situations from your reading and from supplements in this unit. Draw a card from a pile and role play how the emergency might affect family roles and responsibilities. Examples for cards: death, wreck, illness, increase in money, job loss, mother working, poor grades, pregnancy, husband or wife transferred, injury causes handicap, etc. Discuss how changes in responsibilities and roles occur in emergencies.	
Read to identify situations in which roles change.	Chamberlain et al. Teen Guide. pp. 94-100.
Review a book, TV series, and/or short stories showing effect of various lifestyles and emergency situations on responsibilities assumed.	
Complete Role Time Line, Supplement 1.31, and discuss in groups how role changes affect responsibilities.	Supplement 1.31. Role Time Line.
Role play the family situations in the supplement and discuss the questions.	Supplement 1.31. Emergencies.

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept:** FAMILIES TODAY - World Influences

Competency 1.40 The learner will tell ways cultures other than our own and world situations have influenced family life in the U.S.

Learner Outcome 1.41 Given descriptions of a cultural background or a world situation, the learner will identify the influence upon family life in the U.S.

Activities	Resource Materials
View bulletin board and discuss how other cultures have influenced family life in U.S. Give examples of influences from each country if you can.	Supplement 1.41. STEPS To Understanding World Influences: How Have These Cultures.......?
Select a country in which you are interested. Do library research to find ways the culture of that country has influenced American family life. Using the information obtained make a two-minute report to the class on that country's influence on American family life.	
Using the resource people in your community, sponsor a cultural exchange day. Have these people speak on family life, family traditions, and attitudes toward children and the elderly, dating customs, etc.	
View bulletin board and discuss the ways what happens in the rest of the world affects family life in the U.S. How does the idea of the global village relate?	Supplement 1.41. STEPS To Understanding World Influences: How Do Events Affect Us?

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept** : DEVELOPING IN THE FAMILY - Self-Image

Competency 2.10 The learner will identify factors within the family that contribute to the formation of self-image.

Learner Outcome 2.11 Given a list of factors within the family, the learner will explain how they contribute to the formation of self-image.

Activities	Resource Materials
Complete checklist on self-image and write a short paragraph describing how you see yourself. Volunteers may share their ideas with the class. for discussion.	Supplement 2.11. Reflections.
Read and identify factors that contribute to the formation of self-image.	Chamberlain et al. Teen Guide. pp. 32-36. Foster el al. Creative Living. pp. 6-9. Goodspeed & Smith. This Is the Life. pp. 66-75.
Make a cutout of figure and print words or phrases or use pictures on the figure to describe how you view yourself. Stack figures all in a pile (face down to insure anomymity) and then post them around the room. Discuss those characteristics that a family influences .	Supplement 2.11. Patterns.
View and discuss bulletin board. How do comments affect your self-concept and in turn how do your comments affect others?	Supplement 2.11. Communication Counts.
Write on a small piece of paper a positive comment about each student in class. Comments are then distributed anonymously to each student. Read and enjoy comments. File for later use.	

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept** : DEVELOPING IN THE FAMILY - Appreciation

Competency 2.20 The learner will plan ways to show appreciation for the positive qualities of familiy members.

Learner Outcome 2.21 Given a short story, the learner will describe the positive qualities of the characters in the story.

Activities	Resource Materials
Identify the positive qualities of the family members in the case study.	Supplement 2.21. An Evening With the De Bastianas Family.
Write a "Dear Me" letter to yourself describing family members in your household and telling yourself at least two good qualities of each family member.	
Do a character sketch of family members from books, TV, or movies. List the positive qualities of each character.	
Discuss how focusing on the positive qualities of other people rather than on their negative qualities affects your outlook. How would this affect your attitude toward other people and other peoples attitude toward you?	
Complete "My Family Inheritance," worksheet 4.	Howe. Taking Charge of Your Life. Argus.

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept** : DEVELOPING IN THE FAMILY - Appreciation

Competency 2.20 The learner will plan ways to show appreciation for the positive qualities of family members.

Learner Outcome 2.22 The learner will describe ways the adolescent can show appreciation to other family members.

Activities	Resource Materials
Discuss the bulletin board STEPS To Appreciation Are Your Family Members. . .	Supplement 2.22. STEPS To Appreciation Are Your Family Members. . .
Tell the class about something you have done for someone that took some effort and for which someone showed appreciation. How did you feel? Have you done something for someone only to have your effort ignored? How did you feel?	
Discuss why people may be more likely to express appreciation to people they don't know as well as they know their family.	
Invite the Lifestage players to class to perform the psycho-social drama, Used Parent Lot, or dramatize the episode from the synopsis in the supplement. Discuss why teenagers often fail to appreciate their own parents.	Supplement 2.22. Synopsis of Used Parent Lot.
Have a bumper sticker contest to depict ways to show appreciation to other family members. (i.e. Have you hugged your Mom today?). Use these bumper stickers on the bulletin board. By secret ballot choose the winner of the contest and give the winner a prize.	

Activities	Resource Materials
Make a "Show Appreciation" sign for your room with 1 through 7 listed below the title. For 1 week show appreciation for family members and record on sign what was done each day (one or twenty acts). Bring to class after one week. Compare acts and discuss rewards for showing acts of appreciation. Brainstorm ways to complete the sentence: "I can make my family feel good when I . . . ."	

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept** : DEVELOPING IN THE FAMILY - Appreciation

Competency 2.20 The learner will plan ways to show appreciation for the positive qualities of family members.

Learner Outcome 2.23 The learner will plan an activity designed to show appreciation for an older relative.

Activities	Resource Materials
Survey the class to find out who has the oldest living relative. Who has the most living relatives over 65? Discuss what you have (or might) learn from older people.	
Check the local newspapers for activities designed for older people. What are some of the topics covered? How do they relate to the needs of an older relative in your family? Discuss the newspaper article with your relative.	
Read to understand aging, changes in relationships, etc. What are the qualities that make elderly special?	Westlake. Relationships. pp. 150-161. McGinley. People: Caring, Deciding, Growing. pp. 91-92. Chamberlain et al. Teen Guide. pp. 102-103.
Discuss how older people today differ from older people in the past. What difference does increased life span and better health make?	
Select an older person and spend time getting to know him/her well. Learn about past roles, interests, experiences, and memorable occasions as well as current roles and interests. Make a scrapbook or illustrate a "memories" book for that person. Include as many examples as possible about what you have found to be past and present roles, interests, and experiences.	

Activities	Resource Materials
If you have no older relative living near you, begin corresponding with those who live elsewhere. Adopt a grandparent who does live near you and follow previous suggestions.	
View and discuss bulletin board STEPS To Appreciation - Thank-you.	Supplement 2.23. STEPS To Appreciation - Thank-you.
Discuss what things about your life today you might want to share with young people 50 years from now.	
Complete HOME/STEPS Module HD-28, Living With the Elderly.	HOME/STEPS Module HD-28, Living With the Elderly.

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept** : DEVELOPING IN THE FAMILY - Leadership Qualities

Competency 2.30 The learner will describe how leadership qualities can be developed within the family.

Learner Outcome 2.31 Given a family activity, the learner will describe how leadership qualities can be developed by carrying out the activity.

Activities	**Resource Materials**
Role play situations and discuss the need for leadership. Who in the situation assumed the leadership role? How could that role be assumed by others? How does the situation develop leadership qualities?	Supplement 2.31. Family Situations.
Observe your own family and list leadership qualities shown in various activities of family members.	
Complete Supplement 2.31, Follow the Leader to relate leadership qualities to family and school activities.	Supplement 2.31. Follow the Leader.
Role play The Reunion to illustrate the emergence of leadership qualities in a family.	Supplement 2.31. The Reunion.

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept** : IMPROVING RELATIONSHIPS - Responsibility

Competency 3.10 The learner will examine ways in which rights and responsibilities are related.

Learner Outcome 3.11 The learner will predict the outcome when rights and responsibilities are in conflict.

Activities	**Resource Materials**
Break into groups and develop lists of: (a) rights of teenagers, (b) responsibilities of teenagers, (c) rights of parents, and (d) responsibilities of parents. Ask some parents to react and/or add to the lists. Discuss the reactions.	
Read to understand how rights and responsibilities of family members can be in conflict.	Foster et al. Creative Living. pp. 143-145.
Determine the conflict in each situation between rights and responsibilities. Predict the outcome.	Supplement 3.11. Predictions.
Have a panel of parents speak on how their own rights and responsibilities may conflict. Follow by a class discussion of how rights and responsibilities of teenagers may conflict. Get reaction from panel members.	

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept** : IMPROVING RELATIONSHIPS - Human Relationships

Competency 3.20 The learner will identify factors that contribute to conflicts in role expectations.

Learner Outcome 3.21 Given situations, the learner will determine how conflicting role expectations affect family life.

Activities	**Resource Materials**
Discuss what you and other people expect from someone assuming a particular role. How do expectations change according to the role?	
Role play conflicts that may arise from differences in role expectations for family members - different people expecting different things at one time from the same person or the person having different role expectations for themselves from what is expected by another family member.	Supplement 3.21. What Do You Expect?
Discuss how these conflicts in role expectations may affect family life. What do you do about them?	

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept** : IMPROVING RELATIONSHIPS - Human Relationships

Competency 3.30 The learner will predict the effects of value conflicts among family members.

Learner Outcome 3.31 Given situations, the learner will predict the effect on family realtionships of acting on values that are in conflict with those of other family members.

Activities	**Resource Materials**
List 10 things that are important to you. Then read to define values. Discuss what values mean.	Cowan & Brinkley. A Family Is. pp. 178-181. McGinley. People: Caring, Deciding, Growing. pp. 18-20. Foster et al. Creative Living. p. 95.
Play Value Bingo according to directions in the supplement.	Supplement 3.31. Value Bingo.
Make a list of your own values. Then make a list of what your parents seem to value. Compare and note differences or conflicts. Do your values differ from those in your community? Or you may complete the supplement.	Supplement 3.31. MY Own-Family-Friends-Community Value Relationships.
Construct bulletin board Value Tree, Supplement 3.31. Change color of leaves from green to fall colors as value concepts are understood.	Supplement 3.31. Value Tree.
Disucss transparency How You Get Your Values in Supplement 3.31. How does this explain some differences in values that people have?	Supplement 3.31. How You Get Your Values.

Activities	Resource Materials
Role play value conflicts in the family. Discuss the effect of how acting on conflicting values differs from simply valuing different things with no action. -parents value education; student wanting to quit school to earn some money. -one sister values neatness and shares room with sister who is untidy. -student wants to be popular and have dates; parents value family unity and say student is too young. -parents value honesty; son swipes money because he wants to go out with the gang. -others Discuss what value conflicts are most likely to lead to trouble within the family. What can be done to keep good family relationships when values differ?	

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept** : IMPROVING RELATIONSHIPS - Human Relationships

Competency 3.40 The learner will show how communication affects relationships.

Learner Outcome 3.41 The learner will identify and/or demonstrate verbal and nonverbal communication.

Activities	**Resource Materials**
View the transparency and then let two students role play the sender and receiver. Another student can be the barrier. Use posters for the message and feedback. These may be given only when the message is understood by the receiver or when feedback is clear. Look at the transparency again to evaluate the demonstration.	Supplement 3.41. Communication Process.
View filmstrip and complete worksheet No. 3, Tips on Translation.	DO YOU REALLY COMMUNICATE? Worksheet 3-Tips on Translation. Maclean Hunter (Butterick).
Read to understand more about verbal and non-verbal communication.	Goodspeed & Smith. This Is the Life. pp. 194-205. Foster et al. Creative Living. pp. 15-19. Chamberlain et al. Teen Guide. pp. 111-112. McGinley. People: Caring, Deciding, Growing. pp. 121-132. Cowan & Brinkley. A Family Is. pp. 44-50.
	Supplement 3.41. How We Communicate.
Invent verbal and non-verbal situations to role play surprise, fright, joy, sadness, anger, hate, boredom, happiness, etc. Play Charades using directions in supplement.	Supplement 3.41. Charades.

Activities	Resource Materials
Play telephone conversation. Choose a partner and sit back to back. Talk for two minutes and separately write down the main points. Compare. Discuss what is sometimes lost without non-verbal communication. Discuss what it means to decode a message. How does tone of voice and gestures help decide what a person really means. Practice repeating the same phrase giving it three different meaning. Demonstrate a mixed message in which you say one thing but show by actions that you mean something else. Discuss whether or not the male students and female students get the same idea about the messages. (Some studies say that they don't -- that males sometimes decode a message from a female as meaning yes when she meant no.) Watch a film or TV program without the sound. How good are you on decoding what is happening? Using pictures from magazines, make a collage depicting non-verbal communication through gesture, clothing, facial expressions, touch. Label what you feel is communicated. Display in classroom and discuss with others your ideas about non-verbal communication.	

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept** : IMPROVING RELATIONSHIPS - Human Relationships

Competency 3.40 The learner will show how communication affects relationships.

Learner Outcome 3.42 Given situations, the learner will predict the effect of the amount and type of communication on relationships with other people.

Activities	Resource Materials
Discuss the bulletin board. How do examples affect family relationships?	Supplement 3.42. STEPS To Better Relationships--Is This Communication?
Read about how communication affects relationships. Role play examples of how these situations affect relationships with various people such as friend, brother or sister, parents, teachers, etc.	McGinley. People: Caring, Deciding, Growing. pp. 126-132. Foster et al. Creative Living. pp. 93-96.
Working individually, complete the Worksheet 1, Make Yourself Understood. Review Worksheet 3 in terms of how the type of communication used would affect the relationship of the people involved. Do the Case Study, Worksheet 6, You Can Work It Out. Discuss outcomes.	DO YOU REALLY COMMUNICATE? Maclean Hunter (Butterick). Worksheets 1, 3, 6.
Read case study and analyze the situation in terms of how communication techniques affected the quality of relationships.	Goodspeed & Smith. This is the Life. p. 195.
Complete HOME/STEPS module HD-15, and HD-16.	HOME/STEPS module HD-15. Communicating In Interpersonal Relationships. HOME/STEPS module HD-16, Handling Conflicts in Relationships.

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept** : IMPROVING RELATIONSHIPS - Human Relationships

Competency 3.50 The learner will examine ways the basic qualities of friendship form the foundation on which other relationships are built.

Learner Outcome 3.51 The learner will identify the skills that are important in developing good relationships with other people.

Activities	**Resource Materials**
Write words and phrases defining qualities of friendship on index cards. Ask several class members to arrange the card in order of their importance. Determine which is most important, which is least? Post results in classroom	
Read about what friendship means, and what to look for in a friend. Discuss your readings.	Foster et al. Creative Living. pp. 44-52. Goodspeed & Smith. This Is the Life. p. 179. Cowan & Brinkley. A Family Is. p. 183. McGinley. People: Caring, Deciding, Growing. pp. 119-121. Chamberlain et al. Teen Guide. pp. 63-66.
Write FRIENDSHIP on the board. Write letters spelling "friendship" on small slips of paper. Students draw slips out of a hat and give a characteristic of a "friend" that begins with the letter they have drawn.	
Discuss bulletin board. What qualities of a person would let you develop a friendship bond or trust?	Supplement 3.51. STEPS To Better Relationship: Friendship is a Flower . . .
Write a paragraph entitled "I would like a friend who . . . " Read the paragraph to the class and discuss the differences in expectations of friendship.	

Activities	Resource Materials
Role play a situation in which a teenager asks for advice on how to make new friends. Discuss the characteristics of a friend and what friends are. Try out the advice and report back. See Supplement 3.51.	Supplement 3.51. How to Begin a Friendship.
Go back to the list of qualities of a friend and see if the list changed. Complete Exercise 7, "People Power."	Howe. Taking Charge of Your Life. Argus. No. 7.
Write a short paper "How I Can Be the Kind of Friend I Would Like to Have."	
Debate the merits of having only one or two close friends with whom you spend a lot of your time versus a wide circle of friends.	
Make a survey of the major problems students have about friends. Compare some "Dear Abby" responses and discuss the advice.	

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept** : IMPROVING RELATIONSHIPS - Human Relationships

Competency 3.50 The learner will examine ways the basic qualities of friendship form the foundation on which other relationships are built.

Learner Outcome 3.52 The learner will describe ways in which dating is a special way of exploring feelings of friendship and love.

Activities	**Resource Materials**
View filmstrip How Can You Tell if You're Really In Love? Discuss the similarities and differences between friendship and love.	HOW CAN YOU TELL IF YOU'RE REALLY IN LOVE? Educational Activities, Inc.
Read about going out together and discuss.	Foster et al. *Creative Living*. pp. 62-68.
List 20 things you like to do. Then discuss why you would want someone that you date to enjoy the same activities that you enjoy. Which activities are most important for you both to enjoy?	Westlake. *Relationships*. pp. 191-198.
Write a short story about the perfect evening with the perfect date. Read in class and discuss how this date was special in feelings of friendship or love.	
Develop a checklist of activities to do in a dating situation: at home, low cost, no cost, group date, etc. Discuss how each would enhance your feelings in the development of your special friendship.	
Play *The Dating Game* to explore the negative and positive effects of friendship, love, and dating.	Supplement 3.52. *The Dating Game*.
Write on a slip of paper (green for boys, yellow for girls) the age at which you expect to marry. You may say *never* if you do not plan to marry. Collect and tabulate the results. Report to the class and discuss problems with getting too serious before you are ready to marry. Compile suggestions for avoiding getting too serious too soon.	

Activities	Resource Materials
Read and discuss Ending a Friendship. Role play situations using the ideas to break off a relationship with a friend (not a romantic interest) as well as with someone you have been dating. Discuss the circumstances under which you might end a relationship with each.	Supplement 3.52. Ending a Friendship.

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept** : PARENTHOOD - Responsibility

Competency 4.10 The learner will identify characteristics associated with readiness for parenthood.

Learner Outcome 4.11 The learner will compile a list of obligations and responsibilities with respect to being a teenage parent.

Activities	Resource Materials
Read to find out the characteristics associated with readiness for parenthood and what being a parent means. See questions with readings.	Foster et al. Creative Living. pp. 101-104. Westlake. Relationships. pp. 343-349.
Write words energy, time, money, school, social life, family, emotions, etc. on slips of paper. Have duplicates or more words so there is one for each class member. Put slips in folded Pampers. After you draw a slip, find out as much as you can about the topic in relation to being a teenage parent. Interview people and read to help gether ideas.	
Divide into groups so that everyone with the same words on the slip is grouped together. Compile a list of obligations and responsibilities to be presented to the class. Discuss the ideas after your reports.	
Complete activity in Supplement 4.11, Be Ready For Parenthood, listing within the chart necessary preparations for parenthood.	Supplement 4.11. Be Ready For Parenthood.

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept** : PARENTHOOD - Responsibility

Competency 4.10 The learner will identify characteristics associated with readiness for parenthood.

Learner Outcome 4.12 The learner will explain some consequences for the teenager who becomes a parent.

Activities	Resource Materials
Watch the filmstrip Kids Who Have Kids are Kidding Themselves or invite a teenage parent to speak.	KIDS WHO HAVE KIDS ARE KIDDING THEMSELVES. Educational Activities, Inc.
Make a poster of pictures concerning baby care (feeding, diaper change, rocking, bath, crying, doctor visits, etc.) and discuss time, energy and money involved. Place alongside pictures of baby dolls. Add the caption "This Baby Is No Doll". Discuss why teenage girls sometimes picture a baby as a big doll.	
Interview teenagers who dropped out of school because of pregnancy. What do they say about their lives? What were the consequences for them of becoming parents?	
Divide into two groups. One group will prepare a report on the social consequences of teenage parenthood (what happens to present family, what opportunities to socialize are lost, what happens if teenagers marry, etc.). The other group will prepare a report on the economic consequences of teenage parenthood (effect of earning power if teenagers drop out of school, effect of costs of having and rearing a child, effect of lost earnings if you have to stay home, etc.). Present reports to the class to use as a basis for discussion.	
Invite a guest speaker from the health services to speak on teenage pregnancy.	

Activities	**Resource Materials**
Read articles to find out more about consequences of being a parent for teenagers.	*Co-ed*. *Teen Times*.
Complete the following HOME/STEPS modules: HD-6, HD-8, and HD-18.	HOME/STEPS Module HD-6, *The Parts and Functions of the Human Reproductive System*. HOME/STEPS Module HD-8, *Methods of Birth Control*. HOME/STEPS Module HD-18, *Teenage Pregnancy*.

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept:** FAMILIES COPE TO SURVIVE - Coping/Surviving

Competency 5.10 The learner will examine ways families can cope with/survive problems.

Learner Outcome 5.11 Given an example of a problem-causing situation, the learner will identify the nature of the problem(s) created and predict the effects on family members.

Activities	**Resource Materials**
View the bulletin board and add other situations that may cause problems (i.e. money, living space, divorce, death, lack of understanding, communication, drugs, alcohol, family violence, teenage pregnancy, exploitation).	Supplement 5.11. Coping . . . STEPS To Surviving: What Would Your Family Do?
Read to find out more about family problems.	Foster et al. Creative Living. pp. 93-96.
Each class member will survey three people to determine the problems they feel families face. Compile a list of these problems and determine the effect on family members.	
Role play situations in the supplement. Identify the nature of the problem and possible effects on family members.	Supplement 5.11. Ripples.

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept** : FAMILIES COPE TO SURVIVE - Coping/Surviving

Competency 5.10 The learner will examine ways families can cope with/survive problems.

Learner Outcome 5.12 Given a situation involving a family problem, the learner will analyze coping/surviving techniques.

Activities	**Resource Materials**
Review coping/surviving skills discussed in the INTRODUCTORY UNIT and COPING WITH TODAY UNIT.	See INTRODUCTORY UNIT And COPING WITH TODAY UNIT.
Complete Supplement 5.12, Ride, Baby, Ride.	Supplement 5.12. Ride, Baby, Ride.
Play Coping Can to apply coping strategies to problems facing teenagers and their families.	Supplement 5.12. Coping Can.
Divide into groups to write other case studies involving a family problem. Present the case study to the class and identify coping/surviving procedures. Read to find ways to cope with problems.	Foster et al. Creative Living. pp. 97-100.
Draw a time line illustrating changes in a family (real or fictional) and analyze coping/surviving techniques which can be used to deal with a problem (i.e. death in the family, drug abuse, child abuse).	
Review the coping strategies used to solve the problems. Will they lead to growth?	

Unit: FAMILY LIVING/PARENTHOOD ECUCATION **Concept** : FAMILIES COPE TO SURVIVE - Human Relationships

Competency 5.20 The learner will identify ways family members are exploited.

Learner Outcome 5.21 The learner will predict the effects of exploitation of a family member on the individual and the family unit.

Activities	Resource Materials
Define and discuss exploitation and give examples.	
Describe when someone has taken advantage of you. How did you feel? What did you do? What effect did it have on others? How could you avoid this situation? Note to teacher: Keep to casual or less serious examples so that students do not reveal publicly really serious or private examples. If it appears that serious examples will be given, have an unsigned written assignment.	
Read case studies involving exploitation of an individual by another family member. Identify exploitation and predict the effects on the family and the person.	Supplement 5.21. It's You or Me, Baby.
List examples of when you have been guilty of exploiting someone else. What were your motives? How do you think the person felt?	
Read The Giving Tree; discuss love and exploitation. How do they relate? What do members of a family do for other family members because of love? When does it become exploitation?	Silverstein. The Giving Tree. Harper & Row, 1964.

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept** : FAMILIES COPE TO SURVIVE - Recycling

Competency 5.30 The learner will identify ways recycling can help families cope.

Learner Outcome 5.31 The learner will develop a plan for family cooperation to recycle items used by the family and explain how the plan helps the family cope.

Activities	**Resource Materials**
View the bulletin board and brainstorm -- Why would a family want to recycle items? (pleasure, money, family project to do together, waste removal, etc.).	Supplement 5.31. Recycling -- STEPS To Saving: What Can You Do With An Old Newspaper?
Complete the worksheet Treasure From Trash. Report conclusions to class.	Supplement 5.31. Treasure From Trash.
View the bulletin board and do the following project. Select one item at home and go through the process of recycling. Use Clorox bottle, newspaper, an article of clothing, tin cans, etc. Make banks, planters, paper dolls, etc., using these items, and display them in the classroom. Select winners for most original project, most unlikely recyclable item, most useful, etc.	Supplement 5.31. Recycling--STEPS To Saving: Are You Recycling?
Discuss how different recycling projects might help a family cope with some problem.	

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept** : FAMILIES COPE TO SURVIVE - Energy Cocnerns

Competency 5.40 The learner will examine ways family members can cooperate to save energy.

Learner Outcome 5.41 The learner will develop a plan for reducing energy consumption within his/her household.

Activities	**Resource Materials**
View the film Saving Energy at Home. Then make a list of all ways energy is used in your home. Identify which members of your family uses it by putting their initials beside each item. Classify the above list as wasteful or essential.	Film: Saving Energy at Home. On loan from W.Va. Fuel and Energy Office.
View and discuss bulletin board for how you might save energy.	Supplement 5.41. STEPS to Conserving Energy: How Can You Save? Illinois Teacher of Home Economics. Jan/Feb 1982, pp. 125-127.
Talk with family members about ways to save energy and enlist their help. Report your efforts to the class. Draw up a contract using the supplement. Give an oral report on progress you and your family are making.	Supplement 5.41. Energy Contract.
Prepare a checklist for ways of conserving energy at home. Have other family members add to the list. Keep records for each member. Use a point system and present a prize to the family member who has done the most to conserve energy.	Supplement 5.41. My Own Energy Checklist. Supplement 5.41. Prize Examples.
Summarize the best ideas you have gotten on the bulletin board.	Supplement 5.41. STEPS to Conserving Energy: How Can Your Family Save Today to Preserve Tomorrow?

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept** : CAREER AWARENESS - Careers

Competency 6.10 The learner will examine family/parenthood oriented careers.

Learner Outcome 6.11 The learner will describe family/parenthood oriented careers and preparation needed.

Activities	**Resource Materials**
View the bulletin board and discuss characteristics of family related careers and how these characteristics are similar. What are special skills and interests needed to work with families? What are other career ideas?	Supplement 6.11. *STEPS To a Career: Find Your Career With the Family*.
Read to find out about careers related to the family.	Foster et al. *Creative Living*. pp. 119-122.
	Occupational Outlook Handbook.
Complete the Worksheet 4, *Improving Family Life*.	THE FAMILY TODAY. Maclean Hunter (Butterick). Worksheet 4.
In small groups, select one family orientated career and prepare a written/graphic section for a booklet or pamphlet.	
As a class prepare the compiled information and distribute to other students.	

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept :** CAREER AWARENESS - Entrepreneurship

Competency 6.20 The learner will explore entrepreneurship in family services.

Learner Outcome 6.21 Having identified a self-employment opportunity, the learner will explore its feasibility.

Activities	**Resource Materials**
Review reasons why people go into business for themselves. (i.e. money, satisfaction for personal and community, own boss, independence, being a leader in a community, providing a needed service, building something for the future.)	
Identify ads in telephone book, newspapers, and trade papers to determine family services desired.	
Survey neighborhood and/or community to determine possible services needed. Compile a class list and determine which ones are plausible services.	
Complete Supplement 6.21, Is It For Me?, to determine skills needed and the feasibility of self-employment opportunities in family services.	Supplement 6.21. Is It For Me?

Unit: FAMILY LIVING/PARENTHOOD EDUCATION **Concept :** CAREER AWARENESS - Human Relationships

Competency 6.30 The learner will relate family living skills to career success.

Learner Outcome 6.31 Having identified an occupation from any area, the learner will describe how living skills learned within the family contribute to success.

Activities	Resource Materials
Using Supplement 6.31, identify some skills one could learn in the family for career success.	Supplement 6.31. H.S. Degree Means A Better Job. (Home Skills Degree)
Read and discuss the case studies Learning Careers Through Family Matters, and answer the questions following each situation.	Supplement 6.31. Learning Careers Through Family Matters.
Identify a job in which you are interested. List the skills that you might learn in the home that help you be successful in this particular job.	
List living skills that are learned within the family. Break into groups - each group should select one skill and discuss how mastery of that particular skill can be used toward career success. (Examples: sharing, accepting responsibility, consideration for others, using resources such as money, time, and energy.)	
One member of each group report results of group sessions. Role play situations involving skills which affect job success.	
Develop skits showing how living skills are vital to success in careers on occupations.	

FHA CHAPTER IDEAS

FAMILY LIVING/PARENTHOOD EDUCATION

Resources in TEEN TIMES magazine:

Title	Page number(s)	Issue	Year
Sound Off	14	Sept/Oct	81
No Barriers Here	20-21	Sept/Oct	81
Family-It's Headline News	4-5	Nov/Dec	80
For Family's Sake	6	Nov/Dec	80
Ties That Bind	7	Nov/Dec	80
Network 2	8-9	Nov/Dec	80
Family (Poster)	12-13	Nov/Dec	80
Time Out For Families	17	Nov/Dec	80
The Family Who's Keeping It Together	4-5	Mar/Ap	79
Love Is	6	"	"
What Marriage and Family Life Mean	4-5	"	"
Lines of Life	22-23	"	"
All In the Family	6-7	Nov/Dec	79
Future File	12-13	Sept/Oct	79
Hugs and Kisses	4-5	Sept/Oct	78
Handicaps	8-9	Jan/Feb	78
Facing Death	10-11	"	"
When I Grow Up I'm Going To Be Married	20-21	Jan/Feb	78

Suggested Activities:

Adopt a grandparent.

Sponsor a Senior Appreciation Night when chapter encourages elderly people in the area to bring their handicrafts and hobbies for a display at school.

Visit the local mental health center (family agency) and explore services available to troubled families.

Volunteer babysitting services during school or community activities.

Exchange roles with another family member (such as Mom or Dad) for a day.

Invite someone from another culture to speak to your chapter concerning differences in family life.

Have a family picnic.

Conduct a "Bring'n Brag" session in which members and parents bring ribbons, trophies, and other objects symbolizing individual accomplishments and special interests.

Sponsor a Family Communications Workshop for your community. Ask a Parent Effectiveness Training specialist (such as someone from Mental Health Center) to discuss active listening and other techniques for improving family communications.

Have a family talent night. Members and their family participate in a talent show.

Recycle items to raise money for the chapter.

Have a guest speaker from local utility company speak on energy consumption by individuals and families.

Plan a panel discussion involving a minister, family counselor, and others describing their personal orientation to a career that relates to families.

Plan a parent symposium involving various parents discussing responsibilities of parents.

Select a chapter activity from Mainstreaming: Personal Values, Mainstreaming: A Guide to Developing a Program, Mainstreaming: Your Personal Guide. (available from Project MAY, P.O. Box 1781, Longview, Washington 98632)

Select a chapter activity from People. . .Just Like You. (available from Presidents' Committee on Employment of the Handicapped, Washington, D.C. 20210 or U.S. Government Printing Office, Stock Number 040-000-00405-0)

Use as reference for activities Guide to Mainstreaming in Home Economics. (available through Vocational Curriculum Laboratory, Cedar Lakes, Ripley, WV 25271)

Select a chapter activity from Healthy Babies: Chance or Choice Workbook. (available from National Association Future Homemakers of America Inc., c/o Healthy Babies Coordinator, 1910 Association Drive, Reston, VA 22091)

SUGGESTIONS FOR EXTENDED LEARNINGS

FAMILY LIVING/PARENTHOOD

Select a current news item and tell ways that the events will effect the family.

"Interview" grandparents or other older relative (or friend) as to how family life, roles and responsibilities have changes since (a)their childhood; (b) while they were rearing a family; and (c) the present. Prepare a written list of questions to use. Include traditions, recreational activities, etc.

Have each family member prepare a list of "pet peeves." Each day, at a certain time (example-after dinner) take one peeve, discuss it, and make plans for what each family member could do to eliminate the conflict that it is causing.

Set aside at least a small amount of time each day or each week to spend some time together with your family. This time could be spent just sharing feelings or talking or doing an activity. Make this a special designated time that no other activities can interfere with.

Find a person or family in your area who has experienced a crisis in their life. After consultation with your advisor and/or the family, develop and carry out plans to help this person/family.

Visit the local mental health center (family agency) and explore services available to troubled families.

Think of a person you don't get along with. List 10 good qualities about that person. List ways you could resolve the conflicts you now feel.

Make a list of activities in which your entire family could participate. As a family, select one of these activities, plan and carry out your plans.

Interview a grandparent (your own or someone else's) and ask about activities in which the whole family participated when they were your age. Compare with those of your own family.

List ways communication is poor between parents and children, brothers and sisters, or grandparents and grandchildren. Develop a plan for improving communication. Record results.

Compile a list of ways your family could reduce energy consumption. As a family, discuss your list; select an area to work on; make plans; and carry out those plans to reduce energy consumption.

Interview people engaged in different occupations. Discover how their family life is affected by their jobs.

Plan and carry out plans for a Valentine Party (or other party) for Senior Citizens.

Interview a teenage parent or a person who was a teenage parent. Ask about the obligations, responsibilities, and consequences of being a teenage parent.

List at least 10 positive qualities of each of your family members. Plan some way to show your appreciation for each family member.

Make a list of your family members and the roles and responsibilities of each. Discuss within your family how each member feels about his/her role and how roles might change if the family had a change in status (moving, death, job lost, etc.).

Select a family activity and list the leadership roles assumed by different family members as the activity is carried out.

Make a list of the ways your family could be more conservative of resources. Ask family members to cooperate in making adjusted changes.

Develop a plan for preserving some family "treasure" or mementoes valued by a member of your family. Carry out your plan.

The following HOME/STEPS modules may be used as the basis for Extended Learnings with this unit:

HD-6	The Parts and Functions of the Human Reproductive Systems
HD-8	Methods of Birth Control
HD-15	Communication in Interpersonal Relationships
HD-16	Handling Conflicts in Relationships
HD-18	Teenage Pregnancy
HD-28	Living with the Elderly

SUPPLEMENTS FOR FAMILY LIVING/PARENTHOOD EDUCATION

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1.41	STEPS to Understanding World Influences: How Do Events Affect Us?	f-11
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FAMILY LIVING/PARENTHOOD EDUCATION SUPPLEMENTS, cont.

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FAMILIES-PAST, PRESENT, AND FUTURE

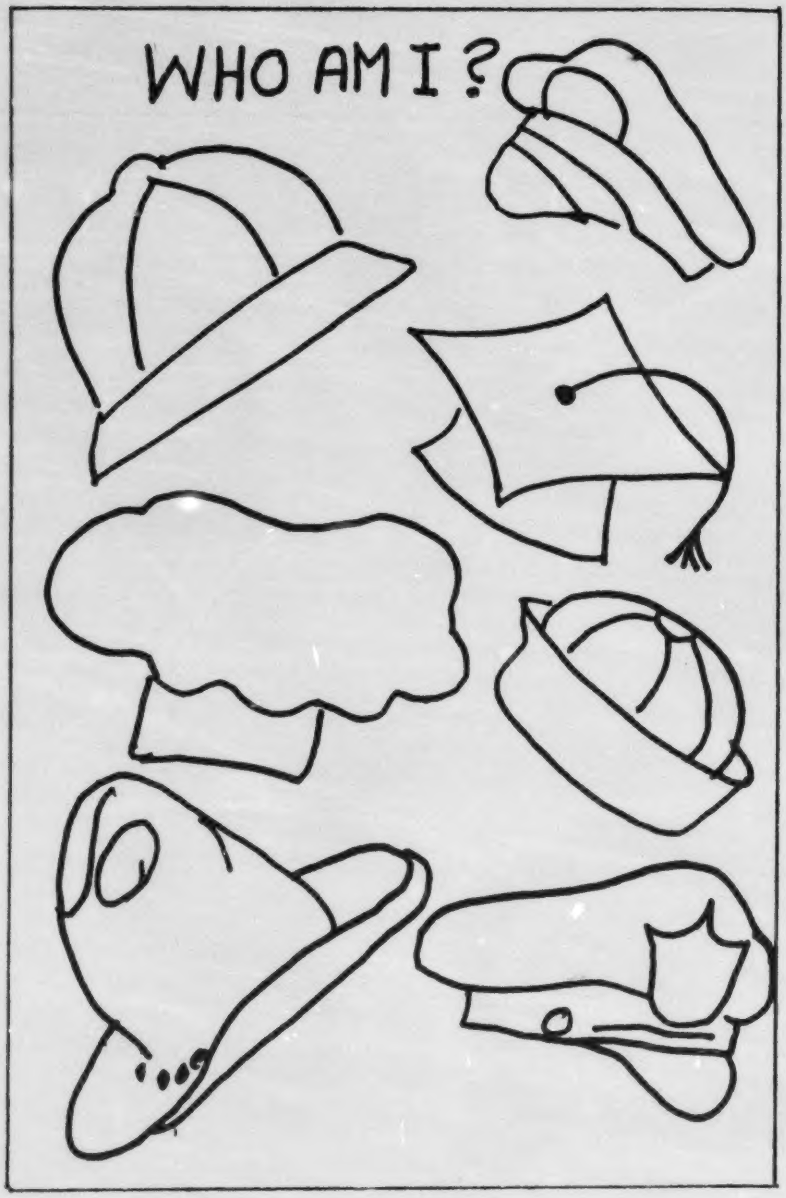
Directions: Read the statements below. Decide whether you think the incidence of each will go up or go down in the future. Why?

1. Average life span
2. Number of single parents
3. Number of people living as single adults
4. Number of families with working husband, nonworking wife, and one or more children at home.
5. Unemployment rate
6. High school drop outs
7. Women in the work force
8. Proportion of elderly people in the population
9. Divorce rate
10. Extended families living together

Discuss:

1. What evidence is there that this trend will continue?
2. What effect does this factor have on family life now?
3. If the trends do continue, what effects do you see for each factor on families of the future?

STEPS TOWARD RESPONSIBILITY



ROLES AND RESPONSIBILITIES SCRAMBLE

Scrambled sentences can be used to review concepts, learn definitions, and introduce ideas. In this activity, we are introducing an idea.

Directions: Use the following sentences to make scrambled sentences activity.

Responsibilities:

1. Keep my room clean.
2. Set the table for dinner.
3. Limit telephone conversations.
4. Play fair and follow the rules.
5. Share the television set.
6. Take turns with the bathroom.
7. Pack the lunches.
8. Take turns with the household tasks willingly.
9. Choose the basic four foods for myself.
10. Be responsible for getting adequate rest.

Roles:

1. Older children are entertainers for younger ones.
2. Good students finish homework.
3. Teenagers can be earners.
4. Family members must share duties.
5. Parents share the role of "boss".
6. Teenagers help family money stretch.
7. As a friend you entertain at home.
8. You can be the cook sometimes.
9. The family shopper could be you.
10. Family members are often compromisers.

Game Preparation:

1. Write 5 complete sentences or questions.
2. Put each word of each sentence on a separate index card.
3. Mix up the index cards and divide into 5 groups.
4. Put each group of scrambled words into a small envelope. Number each envelope and then put corresponding number on each index card (the numbers will facilitate sorting when the activity is complete). Put the 5 small envelopes into a large envelope.
5. Make as many sets as needed for the class.

Game Directions:

1. Divide the class into smaller groups of 5 persons. If there are extra people, assign the role of observer of communication within the group and/or judge. Give each group 1 large envelope.

2. Rules of the game are:

    A. Students will not talk to each other.
    B. Each group of students will make 5 complete and accurate sentences.
    C. The winner is the first group to finish correctly. You may have a second place, third place, etc. winner.

3. Discussion should follow the activity to emphasize concepts and facts and/or to enable students to react to non-verbal group process.

Note to teacher: The difficulty of the game can be adjusted according to whether or not the initial letter of the first word in each sentence is capitalized. For very slow groups or classes you might even use different colors for each sentence in the packet for a group. The length and difficulty of sentences can also vary for each group.

Supplement 1.21
FAMILY LIVING/PARENTHOOD ED
Responsibility

THE GRAYS HAVE IT TOGETHER - THE ALDRIDGES DON'T

Situation 1

Ben and Maggy Gray have two children, Alice (age 14) and Jack (age 9). Both parents work and arrive home at the same time.

Alice and Jack get home 20 minutes before the rest of the family. Alice has a 4-H meeting and has to leave early. She begins to prepare the meal which her mother has planned. Jack feeds the dog, then washes his hands to set the table. When Mom and Dad get home 20 minutes later, Mom takes over the meal preparation while Dad goes next door to deliver mail to their elderly neighbor. After a pleasant meal, each person shares in the clean up. Because Jack had completed his chores, he was allowed to play ball with his beighborhood friends. Alice went to 4-H, Mom swept the kitchen, and Dad mowed the lawn.

Situation 2

Jane Aldridge is a divorced mother of three. Sean, her oldest, is now a ninth grader. Pat is in sixth grade and Allene is just entering first grade. In order to make ends meet, Jane must work. Sean helps out with a paper route and lawn mowing jobs. This leaves a lot of household responsibilities for Pat and Allene.

Pat doesn't much like doing dishes and moping floors, but it is often his lot to do so. Allene helps with taking out garbage, running the sweeper, and picking up things. Allene likes feeling that she is helping Mom who seems so tired. However, she and Pat quarrel about whose turn it is to do which chore.

There never seems to be enough time to get everything done. Often there is not enough of the right kinds of food in the refrigerator to prepare supper. Jane must make an extra trip to the store to get what is needed after she has come from work. The children often miss school functions because no one reminded them to go.

ROLE TIME LINE

Directions: On the line below mark where you are now and list your roles and responsibilities at that point. Also consider other times along the line which will be in your future or have been in your past. What are/were your roles and responsibilities? List these under the appropriate places along the line.

Hints:

Take care of younger brother/sister
Complete chores in the home.
Left at home without a sitter
First job
Move away from home
Attend college/business/trade school
Marriage
Children
Divorce
Deaths in family (ex. grandparents)
Drive a car
First date (alone)
On my own.
First allowance.
Needed a babysitter.

Birth Student 9th/10th grade Death

347

EMERGENCIES

Situation 1

Marsha Johnson was baby sitting with her two-year-old sister Lisa while her parents went to an adult class. Her older brother John returned from a camping trip. He called Marsha out on the front porch to tell her he was going to ride his motorcycle to his friend's house.

Before going outside, Marsha checked on Lisa, who was playing happily on the living room floor. She talked with John for several minutes about his camping trip.

When she returned to the house, her heart jumped to her throat. Lisa was standing on the kitchen counter reaching for her bottle. Marsha realized that anything could have happened while she was outside.

Situation 2

This must be the blackest day in the Lett's life. Paul has just learned that the plant where has has worked for fifteen years is closing its doors in just two weeks. The economy is bad they said. Paul is aware that there are not many opportunities for persons with his training in this town. "How will we pay the house payments and the car payments, let alone eat?" Paul thinks as he slowly trudges home to tell his wife and two teenage children the bad news.

"What will happen to my college plans?" is the first reaction of Patricia. "Everyone else will get to go next year and I will be stuck in Charleston forever!"

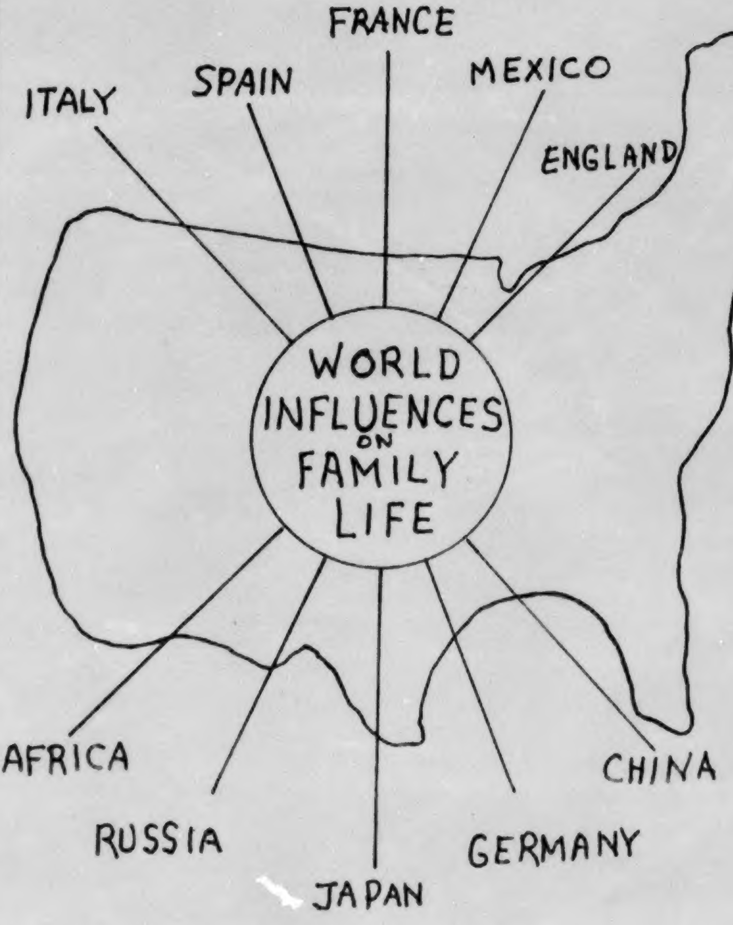
George wondered if he was old enough at 15 to get a summer job. Alice began at once to try and think of ways that she and the children could help tide them over until Paul could locate a new job. She too realized that a new job would probably mean moving to a new town.

Discuss:

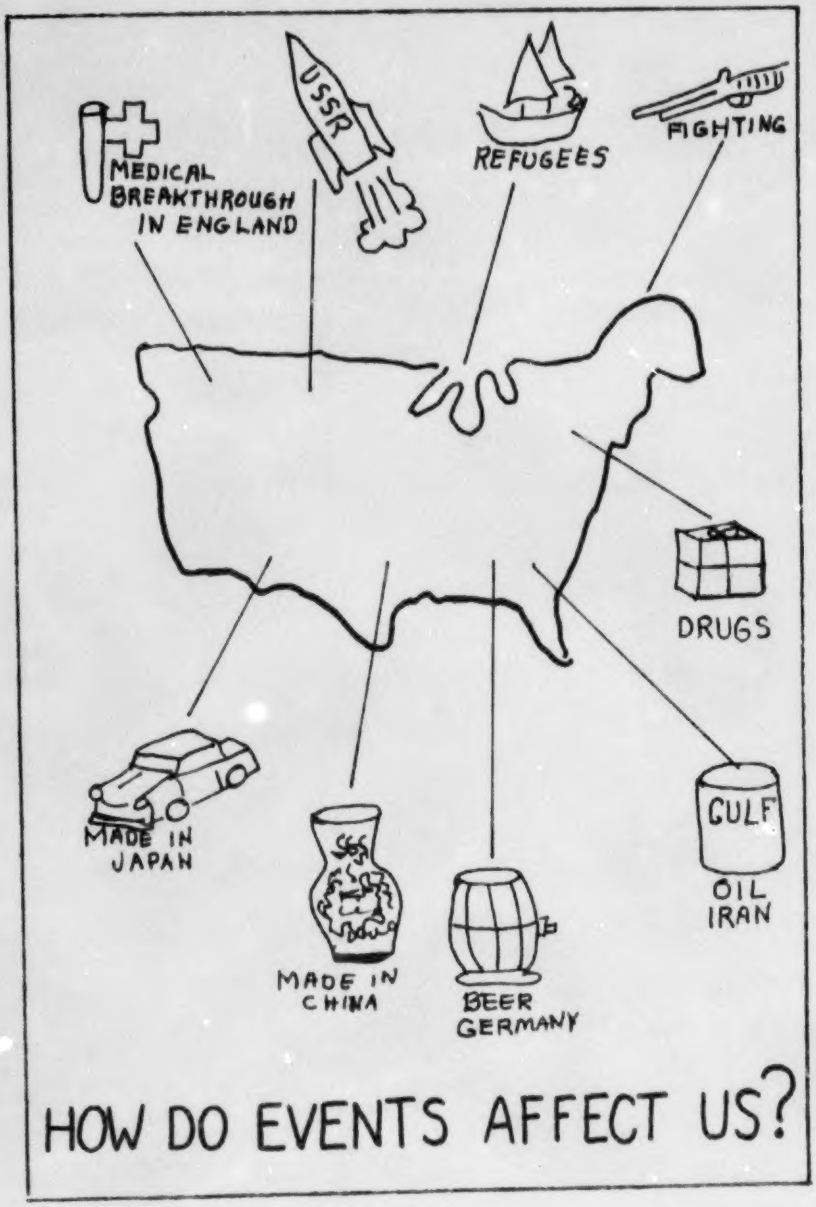
1. What were the roles and responsibilities of each member in the situations?
2. Were all responsibilities fulfilled? Why?
3. Were responsibilities shared equally among family members?
4. Was it Marsha's responsibility to tell her parents about what happened?
5. From these situations, what do you think are some roles of each parent?
6. What roles do other family members sometimes assume?
7. What circumstances can cause roles to change?

STEPS TO UNDERSTANDING WORLD INFLUENCES

How Have These Cultures Influenced Family Life in the United States?


FRANCE
ITALY
SPAIN
MEXICO
ENGLAND
WORLD INFLUENCES ON FAMILY LIFE
AFRICA
CHINA
RUSSIA
GERMANY
JAPAN

STEPS TO UNDERSTANDING WORLD INFLUENCES


USSR
MEDICAL BREAKTHROUGH IN ENGLAND
REFUGEES
FIGHTING
DRUGS
MADE IN JAPAN
MADE IN CHINA
BEER GERMANY
GULF
OIL IRAN
HOW DO EVENTS AFFECT US?

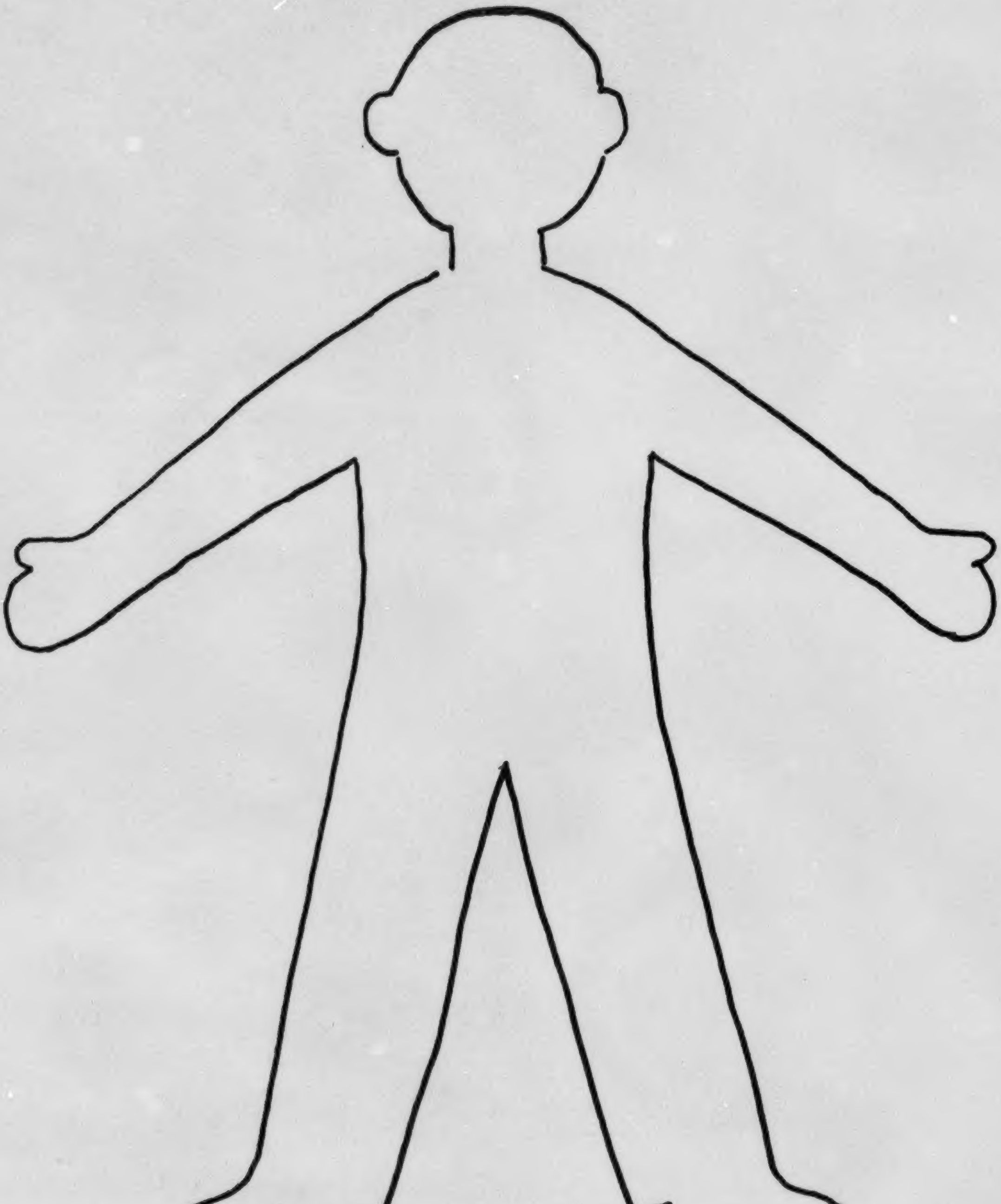
Supplement 2.11
FAMILY LIVING/PARENTHOOD ED.
Self-Image
(checklist)

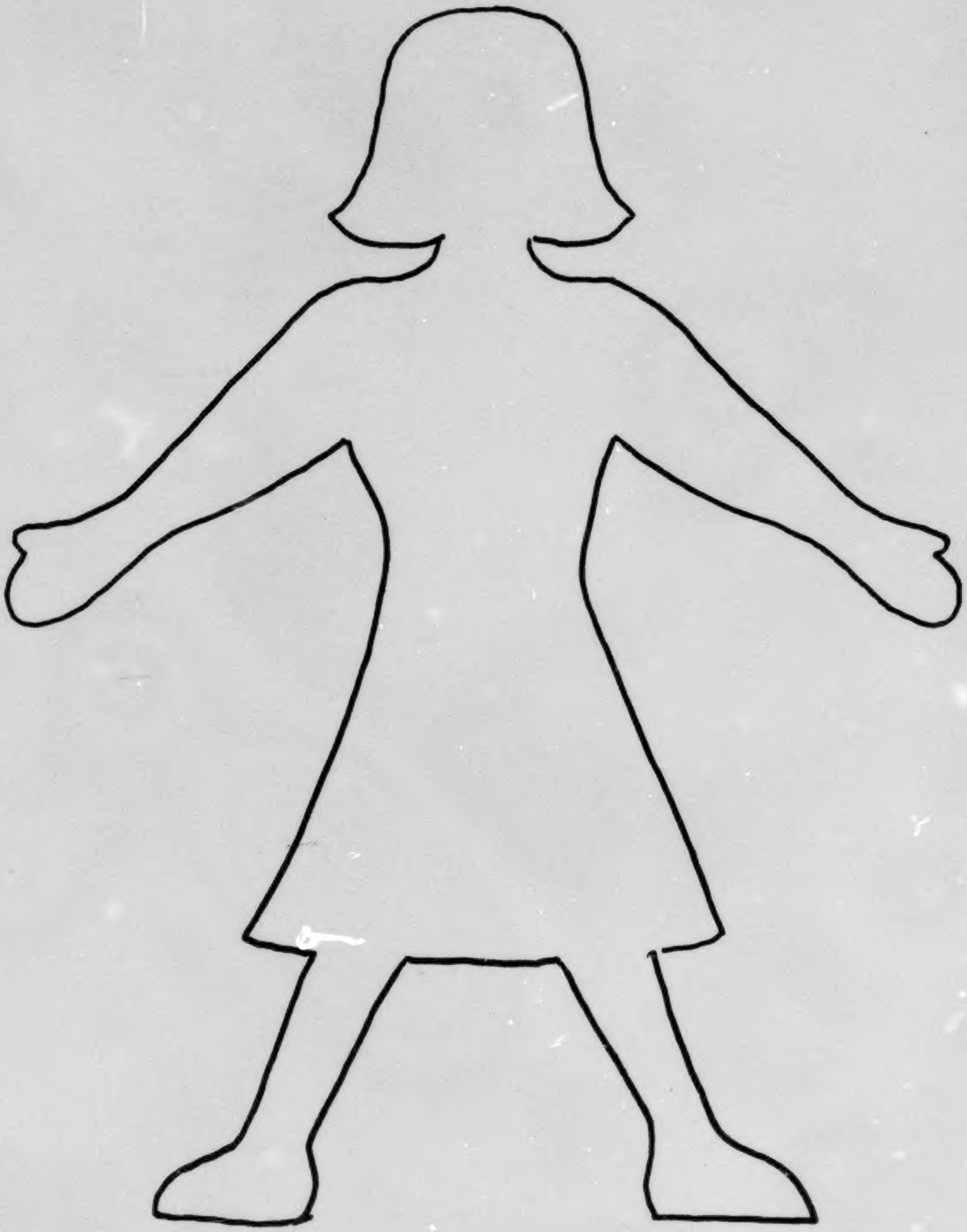
REFLECTIONS

Directions: Indicate in the chart below if you agree, disagree or are undecided about the statements which appear in the right column.

STATEMENT	AGREE	DISAGREE	UNDECIDED
1. I am often upset at home.			
2. I am an interesting person.			
3. I don't like the way I look.			
4. Mom and Dad criticize too much.			
5. My parents understand me.			
6. I get along with my brothers and sisters.			
7. I worry a lot.			
8. I don't receive enough attention at home.			
9. I have good ideas.			
10. I have lots of confidence.			
11. I can solve problems.			
12. I can take criticism.			
13. My parents expect too much of me.			
14. I am not a jealous person.			
15. My parents and I have fun together.			
16. I'm not afraid to take friends home with me.			
17. Our family does lots of things together.			
Other Reflections			
18.			
19.			
20.			

PATTERNS

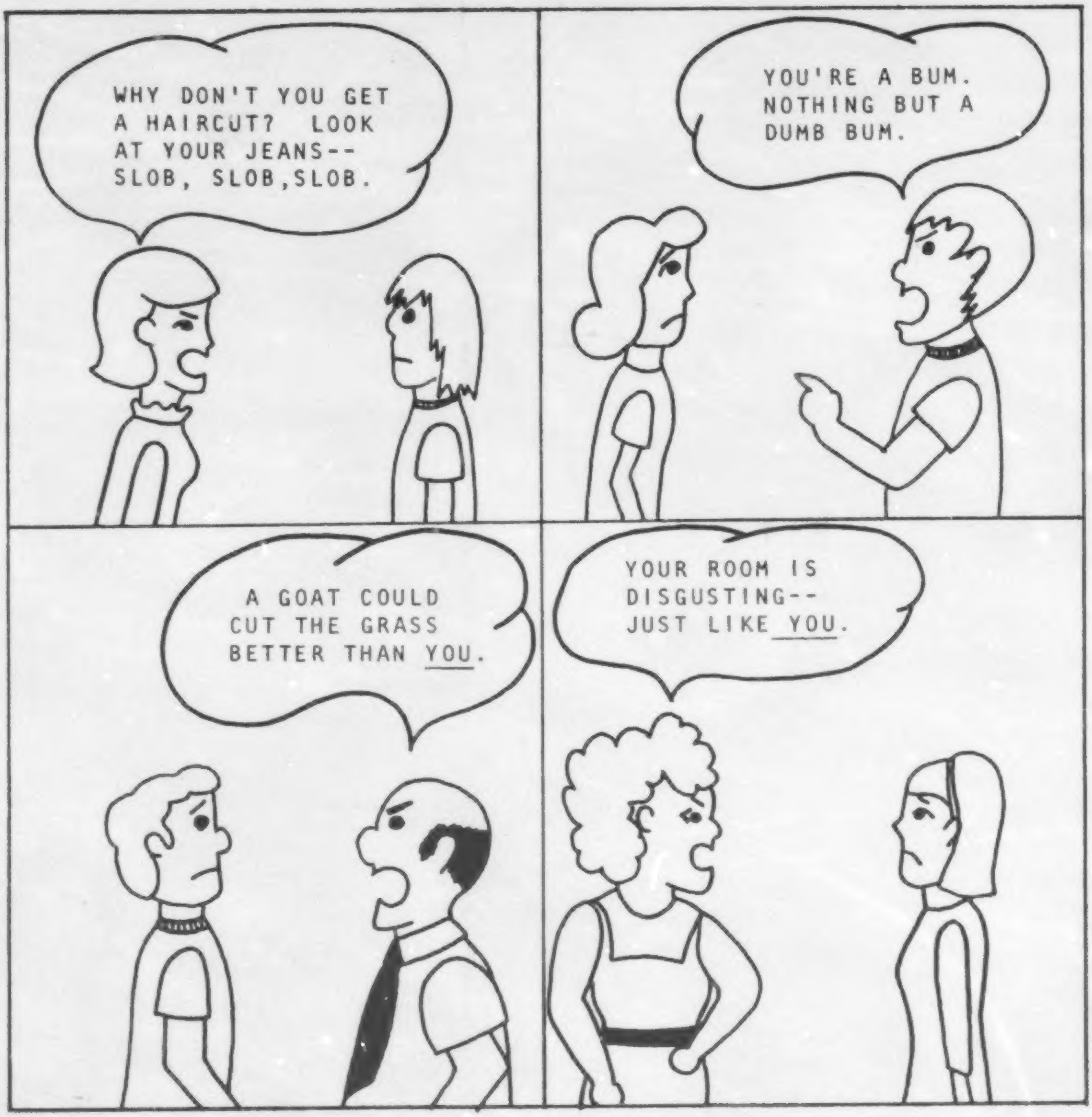




Supplement 2.11
FAMILY LIVING/PARENTHOOD ED
Self-Image
(transparencies)

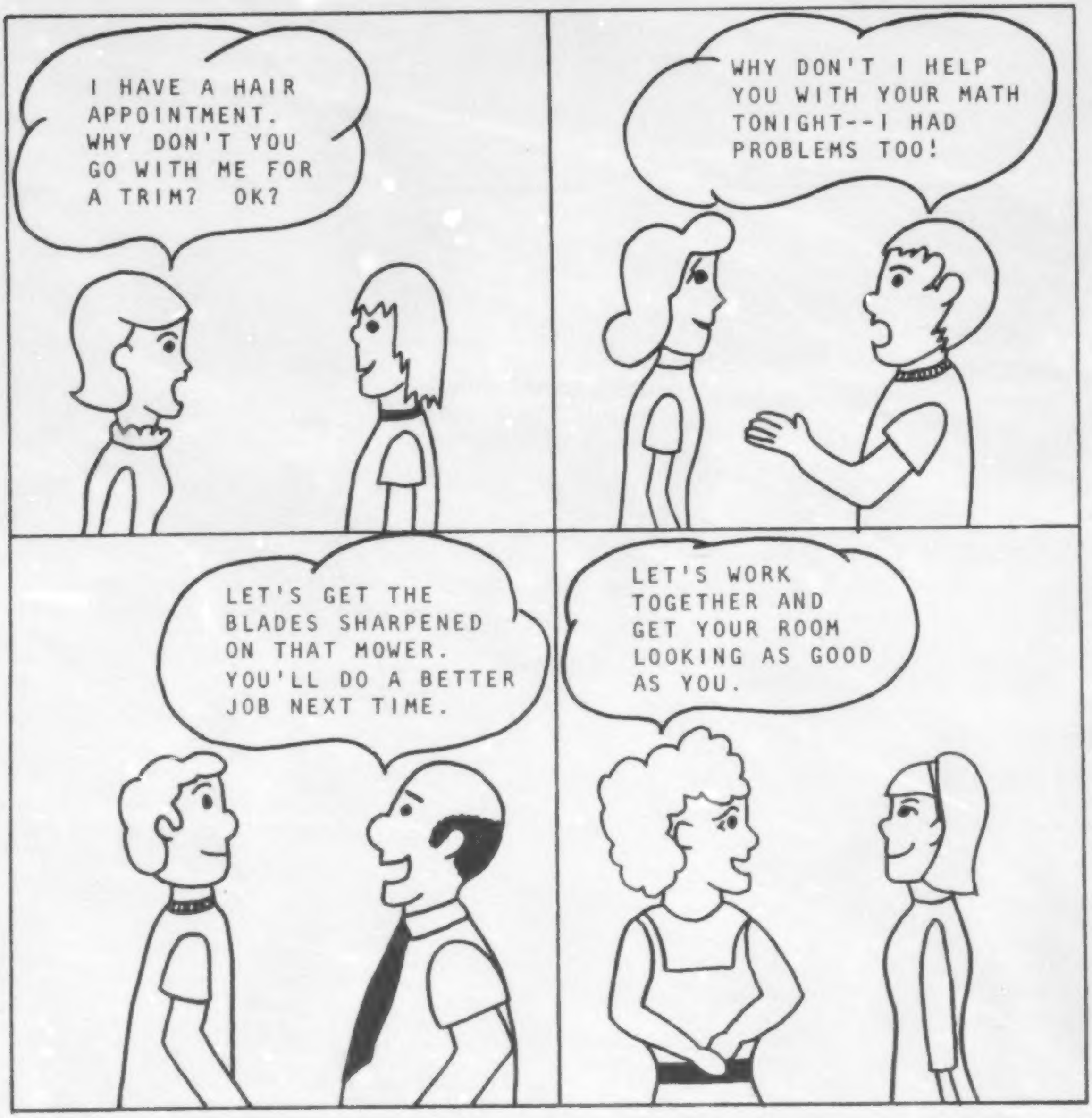
COMMUNICATION COUNTS

NEGATIVE COMMUNICATION


WHY DON'T YOU GET A HAIRCUT? LOOK AT YOUR JEANS-- SLOB, SLOB,SLOB.
YOU'RE A BUM. NOTHING BUT A DUMB BUM.
A GOAT COULD CUT THE GRASS BETTER THAN YOU.
YOUR ROOM IS DISGUSTING-- JUST LIKE YOU.

COMMUNICATION COUNTS

POSITIVE COMMUNICATION


I HAVE A HAIR APPOINTMENT. WHY DON'T YOU GO WITH ME FOR A TRIM? OK?
WHY DON'T I HELP YOU WITH YOUR MATH TONIGHT--I HAD PROBLEMS TOO!
LET'S GET THE BLADES SHARPENED ON THAT MOWER. YOU'LL DO A BETTER JOB NEXT TIME.
LET'S WORK TOGETHER AND GET YOUR ROOM LOOKING AS GOOD AS YOU.

Supplement 2.21
FAMILY LIVING/PARENTHOOD ED
Appreciation

AN EVENING WITH THE DE BASTIANAS FAMILY

The De Bastiana family includes Mom, Dad, and four children. Bobby, the youngest son, has always admired his older brother Jim and tries to be just exactly like him. Jim wanted to take the car to meet his friends at the tennis court. However, Mom said "no" because he had used it twice this week already. Although Jim was disappointed that he could not use the car, he agreed to babysit for his younger sister Stacy so that the older sister, Annette, could go to play practice and mom could get groceries. That evening, Jim made Stacy put back the bracelet she had taken out of her mom's jewelry box to play with.

Mr. De Bastiana spends his days at a job in the city. After an hour drive home he wants to rest at least an hour before entering into family activities. The children can't always understand this but do enjoy the games Dad plays with them later in the evening. He always seems to make things fun.

Ms. De Bastiana is busy caring for four children and trying to finish her college degree. She just has one more year to go. She has to be quite a financial genius to make ends meet until she finishes and can get a job. She insists that the children help with chores so she can study.

Supplement 2.22
FAMILY LIVING/PARENTHOOD ED
Appreciation

STEPS TO APPRECIATION

ARE YOUR FAMILY MEMBERS--

Attentive?
Prompt?
Pleasing?
Responsible?
Entertaining?
Caring?
Interesting?
Affectionate?
Teaching?
Involved?
Objective?
Nice?

THEN SHOW YOUR APPRECIATION

Supplement 2.22
FAMILY LIVING/PARENTHOOD ED
Appreciation

SYNOPSIS OF USED PARENT LOT

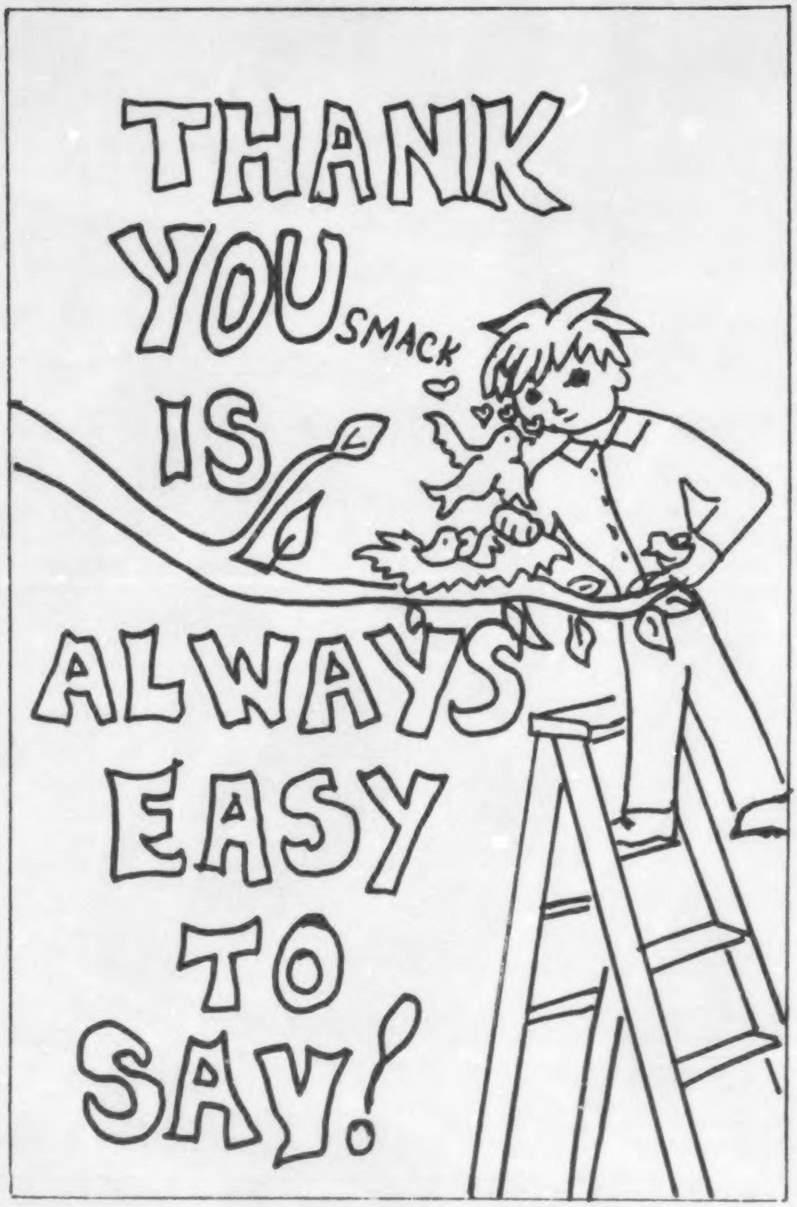
Used Parent Lot is one of the psycho-social dramas developed by the Prestera Players of the Prestera Center for Mental Health Services. The technique was so popular with students and community groups that Lifestage has been organized to provide wider service throughout West Virginia. You may be able to schedule Lifestage for your classes at this point or during the COPING WITH TODAY Unit. Telephone numbers of participating mental health centers are listed below.

Very briefly, Used Parent Lot concerns a teenager dissatisfied with her own parents. The teenager visits a used parent lot to look over other other models (all one-owner models, the salesman claims). After checking them over and interviewing them, the teenager decides that other parents have worse faults.

Contact Lifestage participants at one of the following centers:

APPALACHIAN COMMUNITY MENTAL HEALTH CENTER	(636-3232)
CENTRAL DISTRICT COMMUNITY MENTAL HEALTH CENTER	(623-5661)
FMRS COMMUNITY MENTAL HEALTH CENTER	(252-8651)
PRESTERA CENTER FOR MENTAL HEALTH SERVICES	(525-7893)
SOUTHERN HIGHLANDS COMMUNITY MENTAL HEALTH CENTER	(425-9543)
VALLEY COMMUNITY MENTAL HEALTH CENTER	(366-7174; 296-1731)
WESTERN DISTRICT GUIDANCE CENTER	(485-1721; 927-5200)
HEALTH DEPARTMENT	(348-2276; 348-2939)

STEPS TO APPRECIATION


THANK YOU IS ALWAYS EASY TO SAY!
SMACK

FAMILY SITUATIONS

Role play the following situations, discuss and answer questions upon completion of each situation.

1. Jim, age 17, has taken his brother Tom, 13, and sister Sue, 11, to the movies. On the way home, they have car trouble.

2. Mom is in the hospital. Dad won't be home from work until 6:00 p.m.. There are several chores to be done by Barbara (age 15), Sam (age 11), and Jan (age 8). Some of the jobs to be done include getting the meal, setting table, feeding the pets, getting clothes ready for the next day, and doing homework.

3. Two teenage brothers argue constantly. One has the idea to set up a family council to overcome their bickering problem.

4. On a family camping trip, each child is put in charge of some activity during the weekend. Role play both the planning of the trip and carrying out the activities.

5. A family of five is conducting a family meeting. Role play how each family member assumes a leadership role about some point.

Questions

1. Who in the situation assumed the leadership role?

2. How could that role be assumed by others?

3. How does the situation help develop leadership qualities?

Supplement 2.31
FAMILY LIVING/PARENTHOOD ED
Leadership Qualities

FOLLOW THE LEADER

Directions: List one family activity and one school activity in the headings of the chart. Place a check in the appropriate column any time the personal characteristic at the left is needed by a leader of one of the activities you listed. Which qualities were checked most often? Which were seldom needed?

(List Activities Here)

PERSONAL QUALITY	FAMILY ACTIVITY	SCHOOL ACTIVITY
Has the group following		
Moves toward goals easily		
Likeable		
Personal enthusiasm		
Sincerity		
Good judgment		
Money (wise use)		
Knowledge of subject		
Authoritative		
Knowing the "Right" Person		
Good looks		
Large in stature or size		
Organization		
Assertive		
Communicates well		

THE REUNION

Part I.

This class is the Loughry family who are meeting for our annual reunion at the old home picnic area on Rock Island in Cheat River. The river is fordable in good weather. However, a heavy storm began during the reunion and the river has begun to rise rapidly. In order to evacuate the island safely, it is necessary for us to leave immediately. There is only one road remaining open. Cars must travel single file. Those of us who leave first have the best chance of survival. There are no alternate routes.

Your assignment is to plan your evacuation.

Part II.

Someone listening to their car radio hears that there has been a flash flood and the road ahead is completely covered with water, and possibly washed out. There is no turning back as the island is inundated with water. You cannot stay where you are. What will you do????

Note to the Teacher: The teacher acts only as a spectator while the class plans their evacuation.
You observe: 1. those students who take the leadership role and make suggestions for evacuation.
2. those students who follow.
3. those leaders whose suggestions are taken and those whose suggestions are ignored.

At the conclusion of Part II, stop the class and discuss with them your observations and their feelings about the leaders who emerge.

Sample questions to ask the class:

1. Who was the first to make a suggestion?

2. Who assumed the authority role? Why?

3. Who had no hope of escape?

4. Who allowed others to make decisions for them?

5. Did the leadership role change during the experience?

Continue with questions as appropriate for your class, with emphasis on leadership role emergence in a given situation.

Supplement 3.11
FAMILY LIVING/PARENTHOOD ED
Responsibility

PREDICTIONS

Directions: Read the situations below. Complete the chart by determining a right and a responsibility for each case. Make your decision (to carry out the responsibility or not) and describe the outcome.

SITUATIONS:

1. An older person in your home believes that you should not speak unless spoken to when there is company in the home. You have company.

2. You are having a party at your home. Your parents are upstairs giving you some privacy. Some of your guests who are under 18 bring liquor to the party.

3. You are an 18 year old living at home, still attending high school, but you want to go to school only three days a week and work the other two.

4. You are an 18 year old living at home. Parents would like you to adhere to family rules of 11:00 curfew, no drinking, keeping parents informed of where you are.

5. You are allowed to have a party and your parents will not be home until midnight. While your guests are having a good time at your party, one guest becomes destructive.

6. An announcement came to the school indicating a closed campus beginning next week. You want to write a letter to the newspaper about it. Your mother doesn't want the community to know how you feel about it and forbids you to write the letter.

7. A teacher's purse was under the desk secured when a student carefully opened the purse and removed $30. Another student watched to see if the teacher was coming. You are one of 10 other students witnessing this theft in the classroom.

8. You are attending a basketball game at school. A member of the other team is taking a foul shot and the home team fans begin to boo the shooter.

SITUATION	RIGHT	RESPONSIBILITY	OUTCOME
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

WHAT DO YOU EXPECT?

1. George was trying to develop a tough-guy image. He had been chosen to be on the wrestling team and gloried in this new role. Then his mother told him that if he wanted to go someplace after school, he would have to take his little sister. She had to be gone.

2. Denise had just decided to make music a career. She is in the glee club and has been chosen for one of the leads. She has set aside several hours of practice time each day and keeps seeing herself as a star in her own show. She is offended that her dad says she has to clean her room and get that mess she left in the bathroom straightened up.

3. Janie's mother passed all her tests and has started selling real estate. Now she is always dashing out of the house all dressed up to show someone a house. Janice is used to having her mother at home all the time. She had always before been willing to make stuff when Janie had to take things for bake sales. She always looked after Janie's clothes and had dinner ready at 5:30. When Janie complained, her mother just told her she was big enough to do some of these things for herself.

5. Biff wanted to go with his dad on a fishing trip. He had gone one time and had a great time (of course,his mother had been gone to see her parents at the time and his dad had to take him). Now, his dad didn't seem to want him along but Biff couldn't understand why. His mother finally told him his dad was really tired after the rush season at work. She reminded Biff that his dad had also had really had a hard time at home this spring with all the sickness and other emergencies he had to deal with. She said he needed to get away from his responsibilities for a bit and just be "one of the boys."

Supplement 3.31
FAMILY LIVING/PARENTHOOD ED
Human Relationships
(game)

VALUE BINGO

Prepare vlaue bingo cards using the pattern on page 2 of this supplement. Write the following values on cards but arrange in a different order on each card.

Health
Beauty
Money
Authority
Power
Life
Security
Fun
Popularity
Prestige
Religion
Sleep
Friends
Stereo
Pets
Clothes
Peace
Comfort
Education
Reputation
Creativity
Freedom
Adventure
Food

Ask a few classmates who are working on this package to help you make cards for each value. Each card should have one thing a person might do if he/she has this value. On the bottom of the card write the name of the value. An example is given at the bottom of the page. You may need to have your teacher check the examples you write before beginning to play.

Playing Directions:

Shuffle the value cards and place on the table upside down. Give each player a playing card and some markers (dried beans, corn, etc.). Have one person be the caller. He/she will draw a card and read the action (not the name of the value).

Play the game using bingo rules. Check by having the caller read the values written on the bottom of the card.

GO TO CHURCH EVERY
SUNDAY

Religion

V	A	L	U	E
		X		

MY OWN-FAMILY-FRIENDS-COMMUNITY VALUE RELATIONSHIPS

Name________________________________

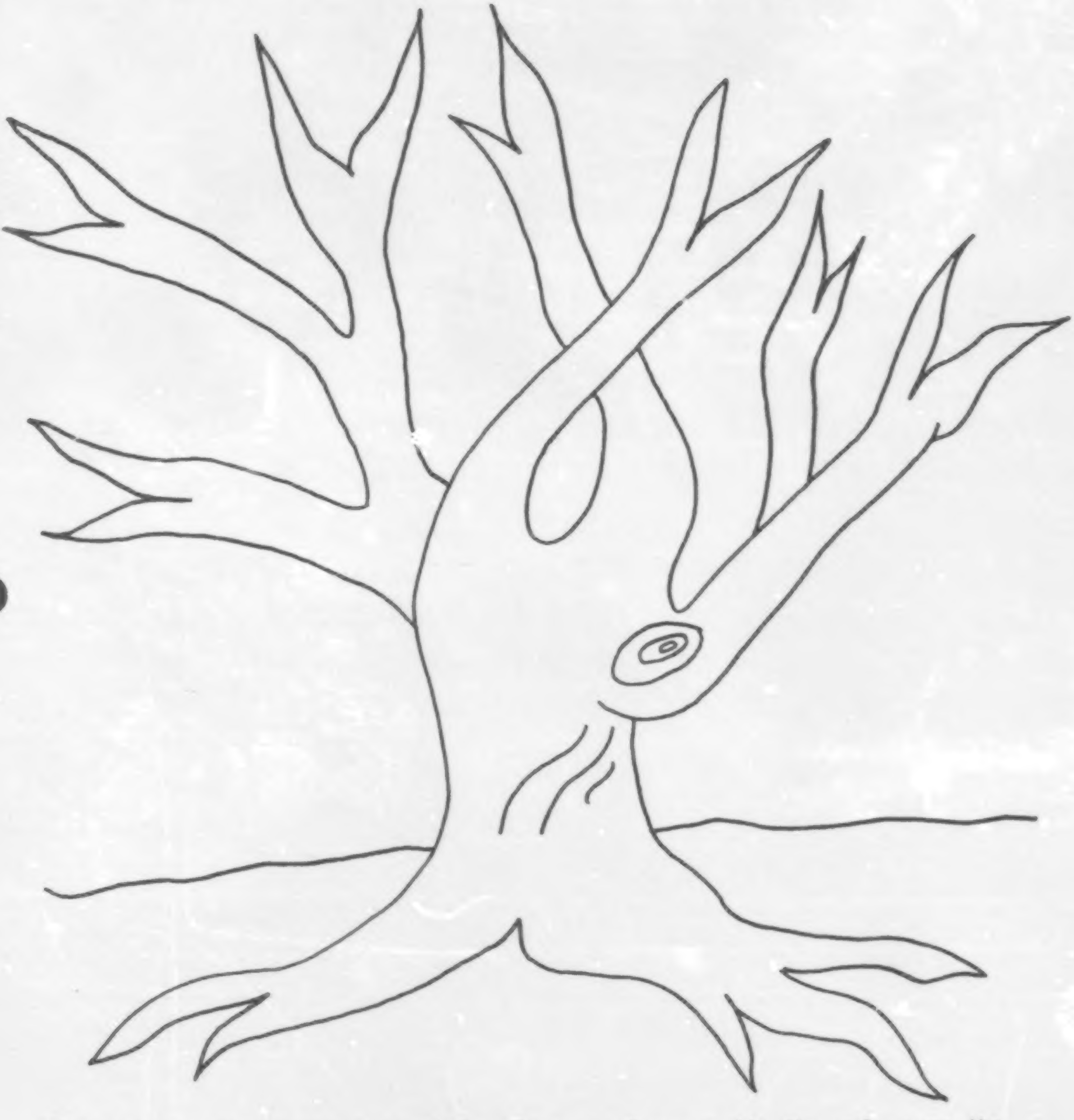
Directions: Choose six values. Suggested values: honesty, education, love, money, independence, freedom, responsibility. Write in each column how each group feels about the value. Are there differences of similarities? Place a check (✓) in the appropriate column if there are differences or similarities.

	1.	2.	3.	4.	5.	6.
ME						
MY FAMILY						
MY FRIENDS						
MY COMMUNITY						
DIFFERENT						
SIMILAR						

Source: Adapted from J. I. Dalrymple, P. I. Lowe and H. Y. Nelson, Preparation for a Dual Role: Homemaker-Wage Earner (USOE), 1970), p. 214.

Supplement 3.31
FAMILY LIVING/PARENTHOOD ED
Human Relationships

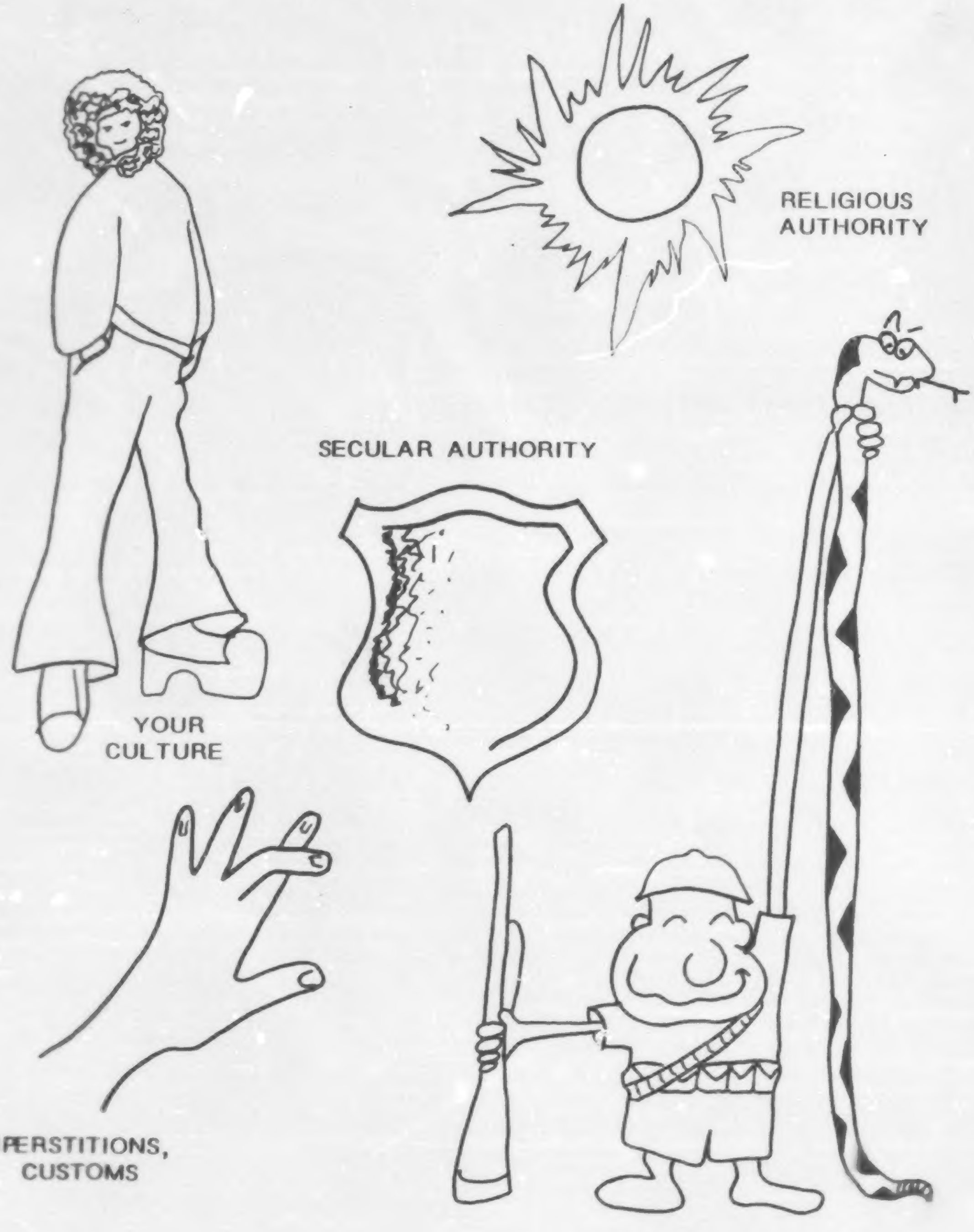
VALUE TREE



Directions: Draw leaves as symbols of your values; write the values on the leaves and hang on this value tree. The values that are the most important to you should go on the top and the less important ones at the bottom.

Supplement 3.31
FAMILY LIVING/PARENTHOOD ED
Human Relationships
(transparency master)

HOW YOU GET YOUR VALUES


RELIGIOUS AUTHORITY
SECULAR AUTHORITY
YOUR CULTURE
SUPERSTITIONS, CUSTOMS
PERSONAL EXPERIENCES

Adapted from:
J.I. Dalrymple, P.K. Lowe and H.Y. Nelson, Preparation for a Dual Role: Homemaker-Wage Earner (USOE, 1970), p. 28.

Supplement 3.41
FAMILY LIVING/PARENTHOOD ED
Human Relationships

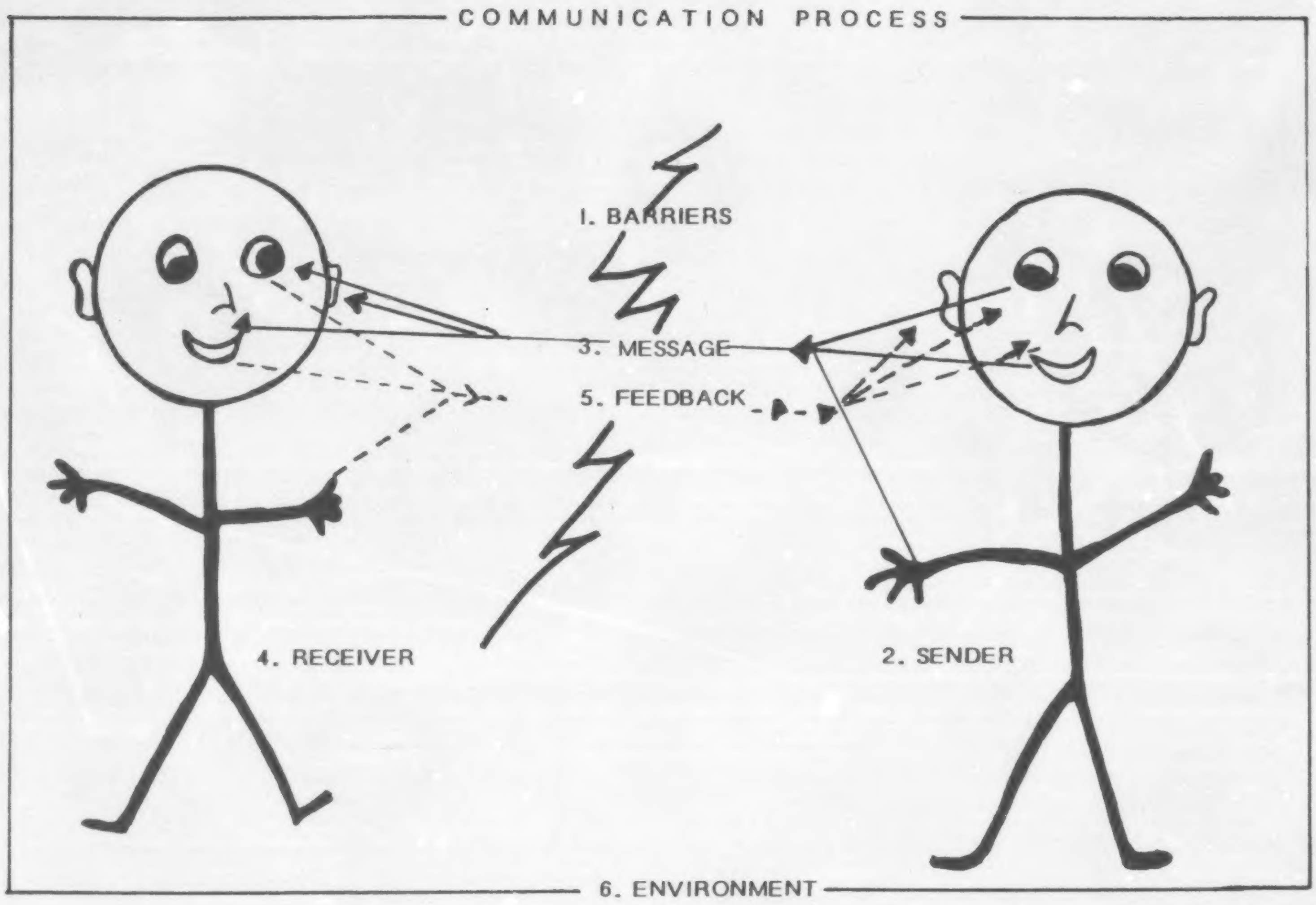
COMMUNICATION PROCESS

Communication is the process of transmitting (sending) a message from a sender to a receiver. The person transmitting the message is the sender; the person hearing (receiving) the message is the receiver. The message is the information sent either verbally or non-verbally. Verbal messages are either written or spoken. Non-verbal messages are sent by some means other than speaking or writing, (e.g. facial expressions, gestures, body movements, space, etc.) Anything that prevents the receiver's understanding a sender's message is a barrier. Three types of barriers are noise, social barriers, and inconsistency in messages. The environment is made up of all the parts of the communication process (including barriers).

Communication is a two-way street. Message must be sent and received before communication is complete. Feedback is the way the receiver lets the sender know the message was transmitted and understood (or misunderstood). For example, the receiver may nod his head "yes" to let the sender know his message was understood.

Communication is important to getting along with people. Trying to understand how others see things and putting yourself in their place is necessary for good communication. The art of being a good manager depends a lot upon one's ability to relate to or identify with others.

To relate to someone you must develop skill in both sending and receiving messages. Development of one's listening ability is basic to receiving a message and requires close attention to what the person is saying. Listen while the person talks without interrupting. Learn to read between the lines so that you can catch any non-verbal messages present. The person may be saying one thing but really meaning another. A good sender of messages learns how to put together clear messages nad send them freely to let others know how he feels.



COMMUNICATION PROCESS

1. BARRIERS
3. MESSAGE
5. FEEDBACK
4. RECEIVER
2. SENDER
6. ENVIRONMENT

HOW WE COMMUNICATE

We communicate in one of two ways--with words and without words. Another way of saying this would be verbal (with words) and non-verbal (without words). Although most communication is verbal, non-verbal communication or a combination of both verbal and non-verbal communication, is widely used. Communication, however, is complete only when the receiver indicates that he understands the message.

Verbal communication includes oral (spoken) or written words. How well you communicate verbally depends upon your skill in writing or speaking. Each generation of teenagers seems to develop its own spoken language which ties the group together. Often we communicate with words only (e.g., on the telephone). A word does not always mean the same thing to everyone. Although the word "mother" has a good meaning ofr most of us, it can have a bad meaning for one who suffered under a hateful and unloving mother. For this reason, we need to carefully choose the words we use in speaking or writing a message.

We tend to be more careful in our choice of words than we are in our choice of non-verbal symbols of communications. We forget that actions speak louder than words and are more likely to be misunderstood.

Non-verbal communication is not written or spoken but can be observed in mannerisms, facial expressions, posture, voice inflection, gestures, body movements, space, etc. Non-verbal messages can give clues to how words are to be interpreted or can be the total message. For instance, the deaf have a language which is totally symbols, gestures, voice inflection, etc. Many times families will have their own non-verbal language using facial expressions, gestures, body movement, etc. which carry a common meaning for each member. In some areas, time is even a form of non-verbal communication, (e.g. being late may be an insult). Even the amount of space between people communicates. Newly weds may enjoy holding hands but would feel uncomfortable if a stranger got that close to them. To more easily understand messages we need to be aware of the non-verbal communication used by ourselves and others.

CHARADES

If you have played Charades before, you were demonstrating your sensitivity to non-verbal communicaiton. To explore your awareness of non-verbal communication, select 4 other students to play Charades with you. There should be a team "A" and a team "B" each with 2 players. The other student is to be the official timekeeper.

Each set of competing partners should decide on a topic: titles of plays, movies, books, etc. Each set of partners should then choose 8 to 10 titles for their opponents to guess. Write each title of the chosen topic on a 3 x 5 card and fold it in half.

One of the partners in "A" team begins the game by selecting a card from "B" team. He/she reads the card silently and then attempts to communicate the title to his/her own partner by non-verbal means only. The partner, however, may ask questions and make verbal guesses. The official timekeeper should time the Charade and tell the contestant when the 3 minute time limit is up.

If the partner in "A" team guesses the title before the time is up, his/her team receives 1 point. If he/she does not guess the title, the other team ("B") receives a point. Partners with the highest score at the end of the game win.

"A" and "B" team alternate so that next a "B" team partner chooses a title from "A" team and tried to "tell" it to his/her partner using non-verbal clues. Each partner on "A" and "B" teams should have an opportunity to demonstrate a title.

After playing Charades discuss the following questions with your group.

1. What types of non-verbal clues were used most often in your group?

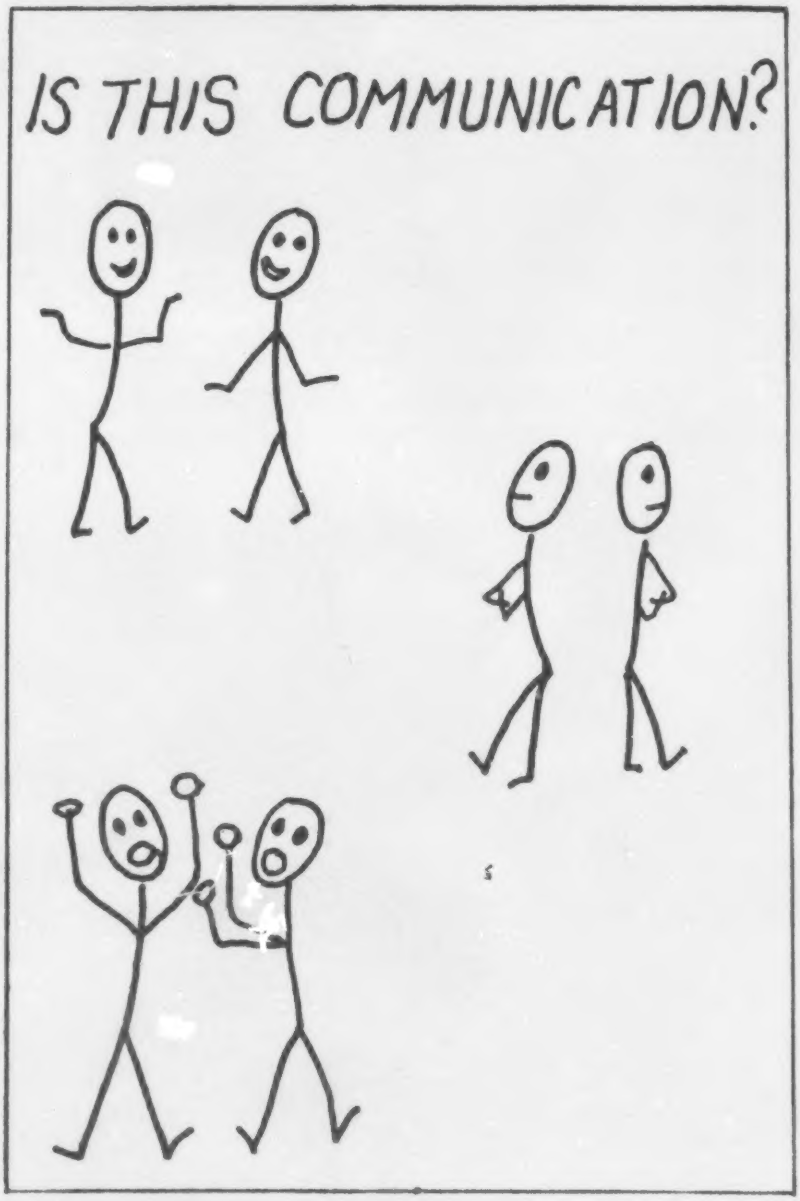
2. Which clues were easiest to understand? Why?

3. What effect did competition have on the game? On you? On your group?

4. Are gestures substitutes for words, or do they reinforce words? Do you feel that people use gestures when they have a poor vocabulary? Why do you use gestures?

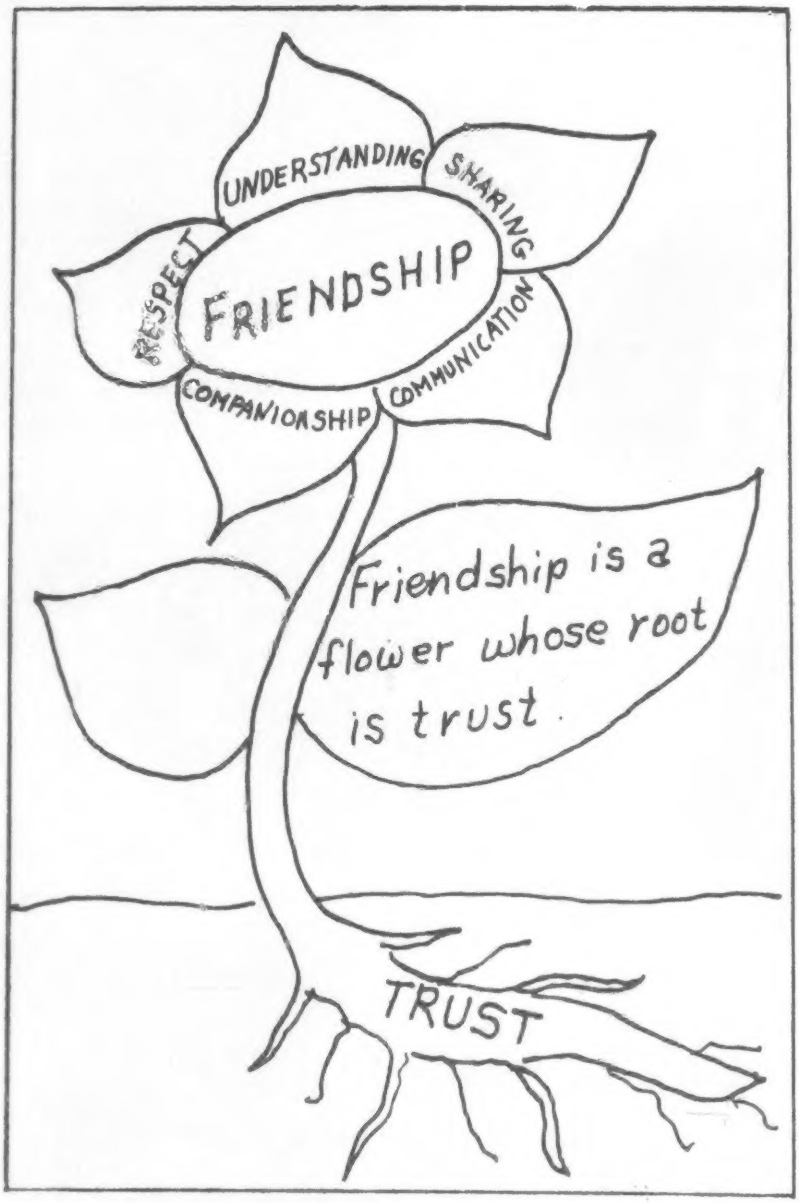
5. "Your actions speak so loudly, I cannot hear a word you say." What does this phrase mean to you? Give an example.

STEPS TO BETTER RELATIONSHIPS


IS THIS COMMUNICATION?

PEOPLE NEED PEOPLE

STEPS TO BETTER RELATIONSHIPS


UNDERSTANDING
SHARING
RESPECT
FRIENDSHIP
COMMUNICATION
COMPANIONSHIP
Friendship is a flower whose root is trust.
TRUST

PEOPLE NEED PEOPLE

HOW TO BEGIN A FRIENDSHIP

1. Introduce yourself.
2. Point out or compliment something about the person that attracted you (eyes, style, sense of humor, etc.)
3. Ask questions galore.
4. Smile, show interest.
5. Make a point of wanting to talk or meet again.
6. Expect nothing except friendship (after all, not every new encounter with a person means a heavy relationship).
7. Be genuine and willing to introduce your friend to other people.
8. Suggest a get-together (not a date) and include other friends to help carry the weight of conversation.
9. Be yourself, not who or what you think your friend wants you to be.
10. Remember....sharing keeps interest alive.

THE DATING GAME

Teacher Preparation: Prepare a game board for each 4 players according to the illustration in this supplement. Prepare the cards for each game by placing each of the following on a separate notecard.

-you tend to destroy purpose and ambition (move back 2 spaces)

-you are slow to accept others (move back 2 spaces)

-you are able to communicate your values, goals, and thoughts (take an additional turn)

-you depend upon physical expressions of love as the basis of your relationship (move back 2 spaces)

-you have an increased ability to relate to many friends (take an additional turn)

-problems arise due to physical expressions of affection (lose 1 turn)

-initial attraction is quickly consumed and grows no further (move back 1 space)

-you share many interests with your date (move ahead 2 spaces)

-you are unselfish in your actions (take an additional turn)

-you overlook undesirable traits in your date (move ahead two spaces)

-emotions take over and you become more involved than you had planned (lose 1 turn)

-you share feelings of mutual respect and understanding (move ahead 1 space)

-dating helps you trust others (move ahead 1 space)

-you are unconcerned with intellectual motivation (reverse turns)

-you become possessive and demanding in actions (lose 1 turn)

-each person seeks rewards but gives little in return (move back 2 spaces)

-you have a feeling of strong attachment (move ahead 1 space)

-sensuous feelings are present that promote feelings of guilt (reverse turns)

-concern for your own welfare is important (reverse turns)

-your emotions flow at a fast accelerating pace (reverse turns)

-engulfing, selfish feelings result from steady dating (lose 1 turn)

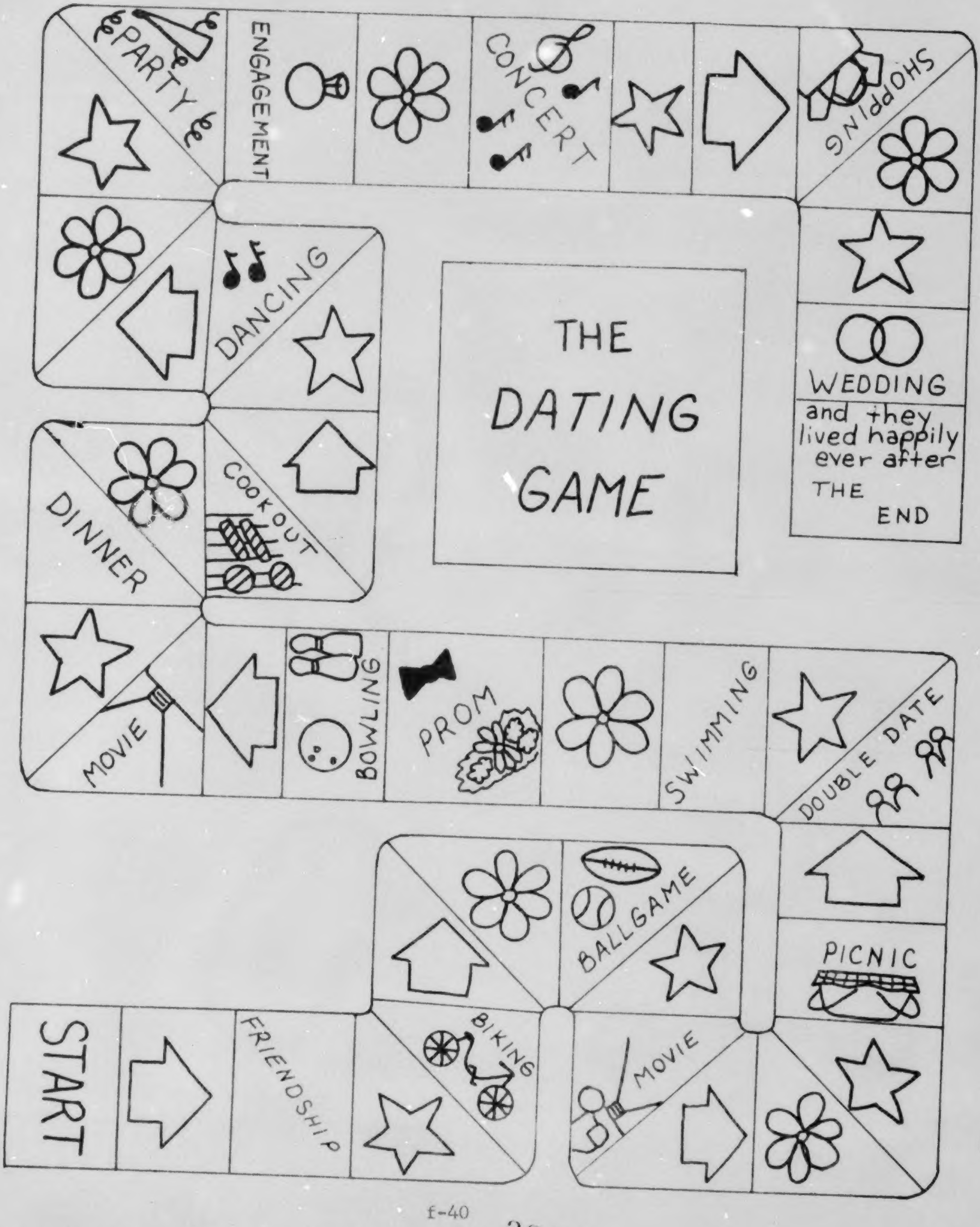
-you become concerned for the welfare of the other person (move ahead 2 spaces)

-the relationship grows slowly and steadily (move ahead 2 spaces)

-physical attraction is the main concern (lose 1 turn)

Directions for Playing: Using die or spinner, highest toll goes first. Move according to the number you roll or spin. When you land on a star, draw a card. Read and act accordingly. Cards are placed on the board where the square with the title is printed. When the marker lands on an arrow, an even number has to be rolled in order to move ahead. If marker lands on square with a flower, player has to roll an odd number before moving ahead.

To be the winner, you have to land exactly on the last square. The number rolled has to be equal to the number of spaces you need to land in the last square.


THE DATING GAME
START
FRIENDSHIP
BIKING
MOVIE
BALLGAME
PICNIC
DOUBLE DATE
SWIMMING
PROM
BOWLING
MOVIE
DINNER
COOKOUT
DANCING
PARTY
ENGAGEMENT
CONCERT
SHOPPING
WEDDING
and they lived happily ever after
THE END

ENDING A FRIENDSHIP

Remember..... it's just as painful to be "dumped" as it is to "dump" a relationship, even though it's easier if the "other guy" does the dumping.

It is time to end a close friendship when:

1. the honesty disappears.
2. you cry more than laugh.
3. you've been more considerate and caring than you feel is returned to you.
4. you give more than you get.
5. you've "given in" more than you've compromised.
6. you don't recognize yourself in the mirror (you've changed your hair, clothing styles, mannerisms, and natural manner).
7. others encourage you to "see the light."
8. your self-respect is threatened.
9. you realize your values are less important than someone else's.
10. you are psychologically or emotionally abused.
11. you suffer physical abuse.
12. your future looks bleak in this relationship.

Here are some tips on how to end a relationship. This does not have to be done on an angry note or following an argument.

Put time and space between yourselves. This gives you a chance to lessen the emotional stress.

When you are ready.....

1. Be rested, eat a nourishing meal and relax for a while.
2. Keep your voice calm and gentle (remember, everyone has a heart even if it's not the one for you).
3. Point out what is bothering you in this relationship.

4. Emphasize that you too, have needs and wants that you want fulfilled.

5. Plan on spending only a short time discussing rather than hours of defeating talk. (You can always meet again to talk some more.)

6. Don't back down or give in at this time. Even though it might be healthy to end the relationship, it's also frightening to go it alone, be strong.

7. Point out the positive traits you've once admired about the relationship, and do not dwell on the heartaches.

8. Remember there are many people out there waiting to meet you.

9. Be true and honest to yourself.

10. If you are sure the relationship is over, do not suggest future phone calls or visits - go on and meet new people.

11. Make an effort to fill your time with new activities. This prevents lonliness from weakening you.

12. Plan to meet a friend or have a friend waiting near by for you (this helps you gracefully end the discussion due to another appointment). This is your exit.

Supplement 4.11
FAMILY LIVING/PARENTHOOD ED
Responsibility

BE READY FOR PARENTHOOD

Teenagers are not usually ready to become parents. In the chart below describe what you want to accomplish in relation to each item before you have children.

LENGTH OF MARRIAGE

HOUSING

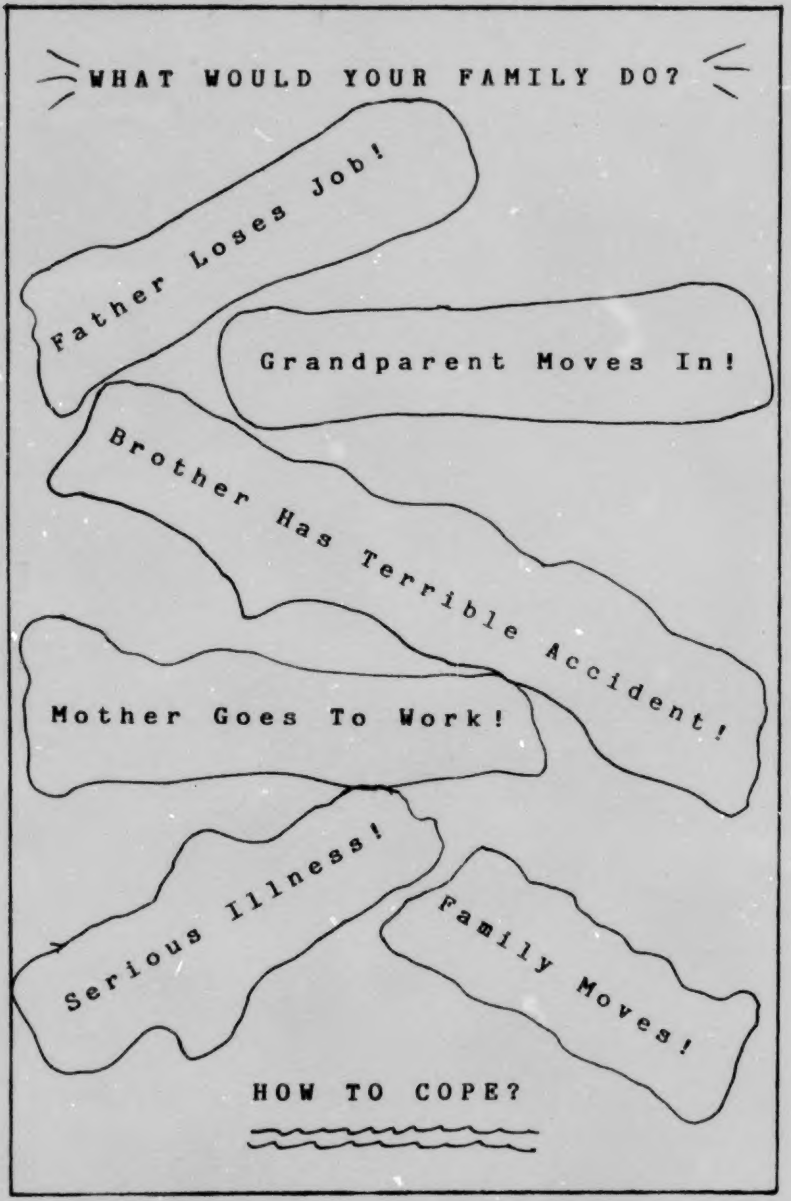
SAVINGS

EMPLOYMENT

EDUCATION

Supplement 5.11
FAMILY LIVING/PARENTHOOD ED
Coping/Surviving
(bulletin board)

COPING--**STEPS** TO SURVIVING


WHAT WOULD YOUR FAMILY DO?
Father Loses Job!
Grandparent Moves In!
Brother Has Terrible Accident!
Mother Goes To Work!
Serious Illness!
Family Moves!
HOW TO COPE?

RIPPLES

Directions: Role play the following situations which can cause problems for families. Note the way one problem generates others just as a pebble dropped in a pond causes "ripples".

1. George has been failing math but did not mention it until his report card arrives with an "F" grade.

2. Sally's mother finds cigarettes in Sally's purse after she has forbidden her to smoke.

3. Bret has been brought home by the police after neighbors reported a wild party at the home where he was visiting a friend whose parents were out of town.

4. Marcel's mother has just learned that she needs surgery and needs to plan for a way to care for the family while she is in the hospital.

5. Sehon's dad has an alcohol problem.

6. Emma's fall off her horse has resulted in a broken leg. She will have to be in a cast all summer.

7. Over the past year, Benu's mother has gone back to work. Benu finds it harder and harder to talk over problems with mother.

8. Mary's mother has remarried. She now has a step-sister about her age and a younger step-brother. So far the new family hasn't blended very well.

Discuss:

1. What other problems are caused by this one?

2. In what ways do these problems affect not only the person with the problem, but the whole family as well?

RIDE, BABY, RIDE

Directions: Read the case study below. In buzz groups discuss the questions following the story. Report to the class your group's findings.

Tommy has been one of your best friends since early grade school. You are both seventeen now and both have learned to drive. One day at Tommy's house, he tells you the keys to his dad's Corvette are in the car and he wants to take you for a spin. He tells you, "No one will know," and it is unlikely anyone will find out because Tommy's mom works and his dad is in the hospital recovering from a heart attack. What should you do?

The above is a true story. Under his own will, Nick, Tommy's friend, decides to take the spin with Tommy. Well, driving a Corvette makes "hotdogging" seem easy and Tommy tries to pass a '57 Chevy that speeds up. In the other lane Tommy sees another car and tries to get back in his lane, but gets into some large gravel. Needless to say, Tommy loses control and after three complete rolls and a twenty foot slide, the car comes to a complete stop. The car is a total wreck, and by some miracle, Tommy is not injured. Nick isn't so lucky and is rushed to the hospital. After a 4 ½ hour operation, Nick's parents are told that he has lost half of one ear and has three holes in his head. The doctor could actually see Nick's brain. It's taken seventeen operations and over three years of plastic surgery to restore Nick's ear. Although he has come a long way, Nick will never look completely normal again. Besides the obvious, what other possible problems do you see?

Discuss:

1. What are the obvious problems?
2. What are some not so obvious problems?

Key for the teacher

List the obvious problems.

1. Nick will require much medical attention with many finances.
2. Tommy has an accident on his junior driving license record.
3. The car is a complete loss and can never be replaced for its true value.
4. Nick's physical appearance.

List the not so obvious problems.

1. What if insurance won't pay the bills?
2. What about the health of Tommy's dad?
3. What about the mental health of Tommy and Nick?
4. Nick was rejected for the service because of physical defects.

Can you think of others?

Additional comments about the story not already mentioned.

1. Tommy's dad is in fact his step father.
2. Tommy's dad had given him strict orders never to drive the car.
3. The car was Tommy's dad's "toy" and he prized it very much.
4. The keys were never left in the car. Tommy's mom "warmed" it 15 minutes every day as a special request of her husband. She forgot and left the keys in the car this time.

Supplement 5.12
FAMILY LIVING/PARENTHOOD ED
Coping/Surviving

COPING CAN

Directions: Directions for preparation are given in Supplement 1.51, Coping Can in the Coping With Today unit.

Female 1: Jenny (16 year-old junior)
Situation: Jenny is a high school junior who is an average student. She never asks her friends to visit her home because both her father and mother are heavy drinkers. Jenny is frequently depressed and dreads holidays because her parents uaually ruin them by drinking. Jenny is going with a boy who is 20. He wants her to marry him. Other factors: drinking parents, boyfriend who wishes to marry her.

Female 2: Lisa (nervous 15 year-old)
Situation: Lisa lives with her mother in a modest home. Her mother and father have been divorced for many years and her mother has tried to meet financial needs by working several jobs at one time. Often when her mother works late, she loses her temper and physically abuses Lisa. This has gone on for several years and frequently Lisa misses school to recover from the abuse incidents. Other factors: mother who is abusive.

Female 3: Jamie (14 year-old freshman)
Situation: Jamie has always wanted to fit into the crowd but has never been accepted. Finally during this freshman year, everyone is beginning to accept her. Now that she "belongs", she has found out that the crowd does things that she does not think are right. She wants to stand up for what her beliefs are but wants to belong to the group also.
Other factors: sense of what is right, wanting to be accepted.

Female 4: Kim (15 year-old)
Situation: Kim has always been overweight and now she has decided to do something about it. She is exercising constantly and is eating less than 500 calories a day. Kim is losing weight but also her youthful appearance. She is tired most of the time. She wants to be thin even though her friend Susan wants her to lose weight more slowly and sensibly.
Other factors: desire to be thin, Susan--interested friend.

Male 1: Skip (16 year-old junior)
Skip started drinking on Saturday night while out with friends. At that time it was only a few beers. As time went on, Skip began drinking every night and not only beer. Now Skip needs A drink to start the day so on the way to school, he has his morning "pick-me-up". He has a bottle hidden under the seat in his car hoping his father won't find it. His father is opposed to drinking.
Other factors: Skip is becoming an alcoholic, his father is opposed to drinking.

Male 2: Rob (14 year-old from a single-parent home)
Situation: It has been a year since Rob's mom and dad divorced, and the trouble goes on. Rob's dad is a successful businessman who never had time for Rob and even now only calls occasionally. Rob's mother is busy trying to build a career for herself and has been dating several men. She never seems to have time for Rob anymore. She seems to want him out of the house so she can entertain her own friends. Rob doesn't want his mother to date. Feeling that no one cares, Rob decides to run away.
Other factors: Rob's father--successful but uncaring, Rob's mother--too busy for Rob

Male 3: Jeff (15 year-old sophomore)
Situation: Jeff's family has been divorced, and his dad is at the present ime serving time in the state penitentuary for drug related charges. Jeff has no restraints on him even though he has had minor brushes with the law himself. He lives with his grandmother who is a nice elderly woman but who cannot control Jeff. It is a daily occurrence for Jeff to come to school "high" or to be that way most of the day. He is now selling drugs to other students at school and is afraid of getting caught.
Other factors: Grandmother who can't control Jeff, fear of getting caught.

Male 4: Steve (15 year-old musician)
Situation: Steve has never been the athletic type so his parents encouraged him to enjoy music and the arts. He is intelligent and makes excellent grades but is not liked by the other students. They have started rumors about him which are untrue but nevertheless hurt his feelings. His parents say not to worry.
Other factors: parents encouragement, students making untrue remarks.

IT'S YOU OR ME, BABY

Directions: Read the following case studies, identify the exploitation, and analyze the effects on family members or friends.

1. Brothers, Mike (13) and Harold (15) share a room in a home they have grown up in. Harold is extremely careful and protective with his belongings. His things are neatly stored; his clothing always hung up properly; and he usually gets his clothes, books, homework, etc. ready the night before. Mike, on the other hand, could care less about neatness and preparation the night before. He acts on the moment and is usually late, unprepared, and sometimes untidy. Mike occasionally uses Harold's clothing and things, simply because Harold's things are easier to find and ready to use without much preparation.

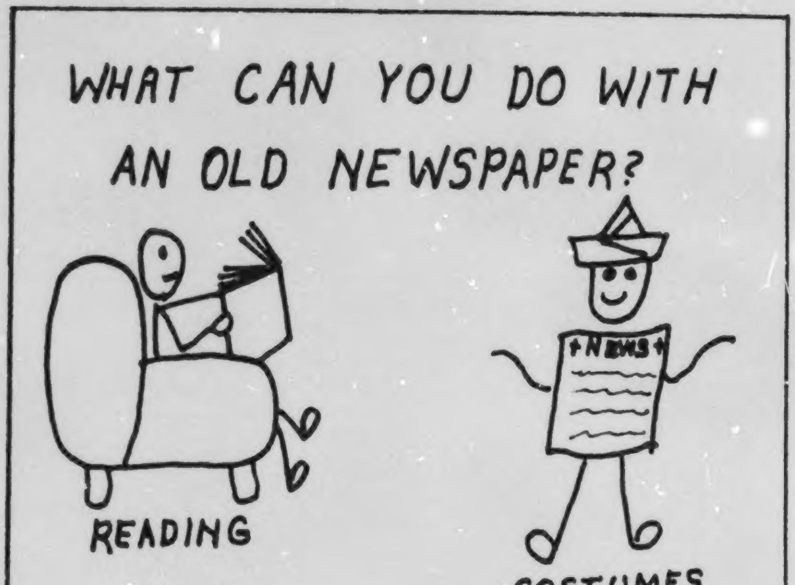
2. Kate and J.R. ane married and have two children. Kate and J.R. both are working now that the children are in middle school. The work system in the house is divided evenly since everyone is always on the run. Exchanges in duties are sometimes made in order for the house to run smoothly. Kate will sometimes take out the garbage even though that is her 9-year old daugher's job, and her 9-year old will then pick up a duty of her mothers such as dusting. This system works fine except during the summer months when J.R. plays golf. He usually neglects his duties at home and forgets to make exchanges (which puts added burden on someone else, usually Kate) to get to golf tournaments, practice, and extra play time.

3. Marty is a hard working student. She spends extra time reading her notes and underlining important concepts in her books. Her homework is always neatly typed and prepared long before it is due. Marty hopes this extra dedication will pay off and help her to win a scholarship to a fine school. Joan, her friend of many years, is very different. She isn't always prepared or neat in her homework. She visits Marty after school to look over what Marty has outlined or prepared for class. Many times she borrows Marty's papers and notes right before an exam, leaving Marty without a last minute review. Joan also forgets to return these papers and has often lost them.

4. Carla, 20 years old, has been married for two years and already has two children. She learned some clerical skills in high school but, with the children so young, she feels she is unable to leave the home and get a job. Her husband, Tony, a muscular guy, works on construction of new buildings. Money is sometimes tight for their family since Tony is unemployed four to six months out of the year. Tony feels that he is quite able to take care of the children and has tried to talk with Carla about her getting a job the months he is unemployed. In this way they will both get a chance to raise their children and the family will be able to live more comfortably. Every time Tony brings up this idea, Carla cries and acts scared.

5. At 16, Beth prides herself on being the best dressed girl in her class. Her parents are proud of the fact that she is pretty and popular. They want her to look her best, but they do wonder if she needs quite so many clothes. Her dad makes fair money but is by no means wealthy. Her mother stays home because of the three-year old twins. Money is often tight and Beth's dad worries about the bills now that he is the sole breadwinner. Beth's mother hasn't had a new coat since before the twins were born. Still, Beth wheedles them into getting a new outfit for her for each occasion. She says they don't want people to think they are poor because of how she dresses.

RECYCLING--STEPS TO SAVING


WHAT CAN YOU DO WITH AN OLD NEWSPAPER?
READING
NEWS
COSTUMES
KINDLING
PAPIER MACHE
KITTY
LINE LITTER BOXES

USE IT UP

Supplement 5.31
FAMILY LIVING/PARENTHOOD ED
Recycling

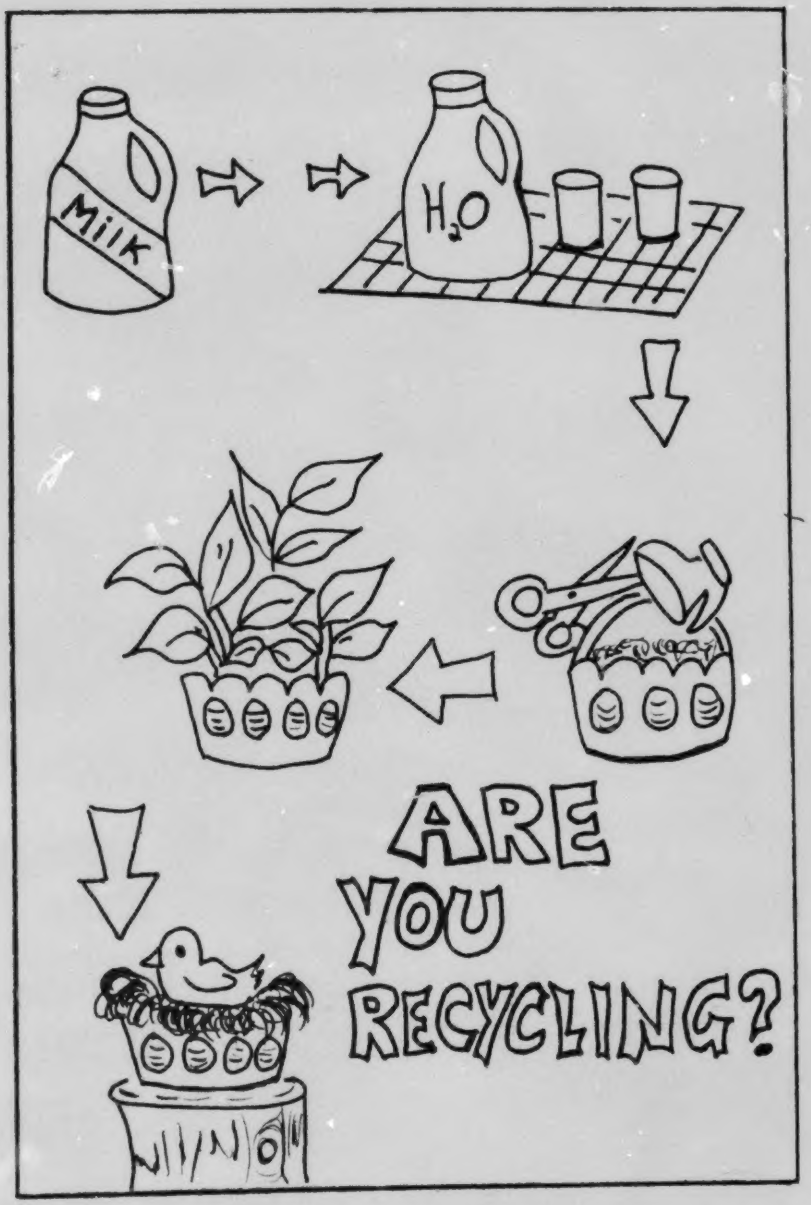
TREASURE FROM TRASH

Directions: Indicate the recyclable items that have been used by your family by placing an X in the column under the person who has used it. Place an * in the column if you think the item could be used by a member of your family but has not been. Discuss how the * items could be used if recycled. How does this help the family?

Recyclable Items	Mom	Dad	Sis	Brother	Pet
1. Paper					
2. Food					
3. Bottles					
4. Aluminum					
5. Litter					
6. Batteries					
7. Junk mail					
8. Corrugated cardboard					
9. Yard debris					
10. Furniture					
11. Toys					
12. Clothing					

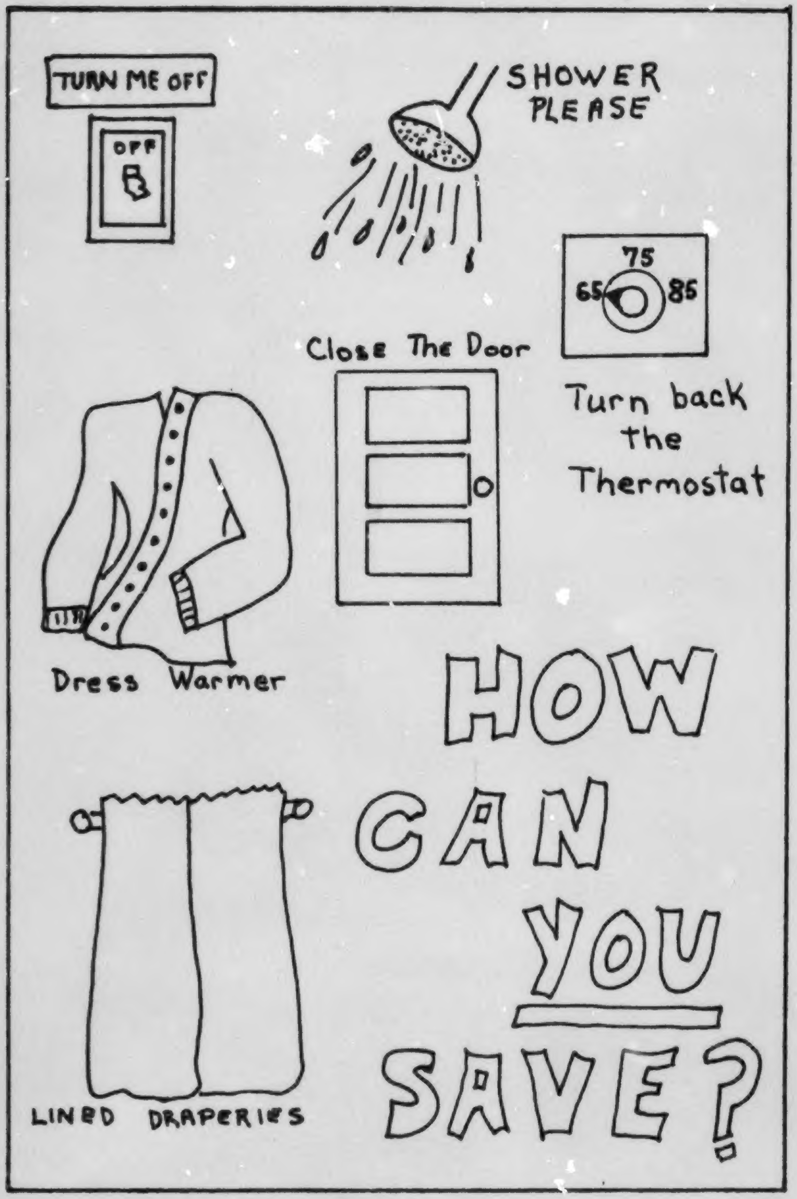
Supplement 5.31
FAMILY LIVING/PARENTHOOD ED
Recycling

RECYCLING--**STEPS** TO SAVING


MILK
H_2O
ARE YOU RECYCLING?

USE IT UP

STEPS TO CONSERVING ENERGY


TURN ME OFF
OFF
SHOWER PLEASE
75
65
85
Close The Door
Turn back the Thermostat
Dress Warmer
HOW CAN YOU SAVE?
LINED DRAPERIES

Supplement 5.41
FAMILY LIVING/PARENTHOOD ED
Energy Concerns
(contract)

ENERGY CONTRACT

Date __________________

I, _____________________________________, hereby declare that I will do my utmost to conserve energy by:

1.
2.
3.
4.
5.

In return for fulfilling my obligations toward energy conservation, my family will reward me by:

1.
2.
3.

SIGNED

_____________________________(student)

_____________________________(parent)

_____________________________(other family member)

Notarized by ____(instructor)

Supplement 5.41
FAMILY LIVING/PARENTHOOD ED
Energy Concerns
(checklist)

MY OWN ENERGY CHECKLIST

Directions: Add to this checklist ways that individual family members can conserve energy. Keep records for each family member that shows practices used. Give prizes to the winning family member.

1. Turning out lights when leaving a room.
2. Riding the bus instead of driving a car.
3. Turning off TV when leaving room.
4. Taking a shower instead of a bath.
5. Not holding the refrigerator door open while looking for something to eat.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

Keep a record by recording the number of the practice in the chart on the following page.

FAMILY MEMBERS NAMES	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S	S
1.																					
2.																					
3.																					
4.																					
5.																					
6.																					
7.																					
8.																					
9.																					
10.																					

Point System:

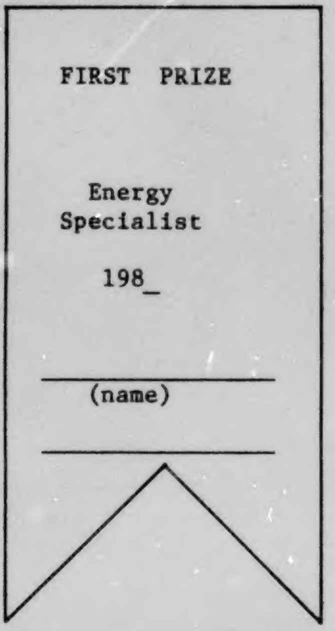
1 point awarded each time energy conservation is practiced.

1 point subtracted each time an opportunity to save energy is passed up.

Bonus points (5) may be given to major energy saving activities. Identify these bonus activities as a class and mark these with an asterick (*).

Supplement 5.41
FAMILY LIVING/PARENTHOOD ED
Energy Concerns
(awards)

PRIZE EXAMPLES



FIRST PRIZE

Energy
Specialist

198_

____
(name)

____

Directions: Cut from blue ribbon or paper and print appropriate title or award. Decorate with gold seals or use your own imagination to expand this idea.

Duplicate copies of the certificate and present to family members or award at a special time or as it fits your plans for students to present to the individuals who made an effort to conserve energy in their home.

For a prize, you can perform a service for the winner -- play with brother or sister for an afternoon, clean out the garage, run errands, etc.

This certificate is awarded to

____

for outstanding performance in energy conservation

this ______ day of _______________ of 19______.

______________________________(student)

______________________________(teacher)

Supplement 5.41
FAMILY LIVING/PARENTHOOD ED
Energy Concerns
(bulletin board)

STEPS TO CONSERVING ENERGY

HOW CAN YOUR FAMILY SAVE TODAY TO PRESERVE TOMORROW?

Electricity

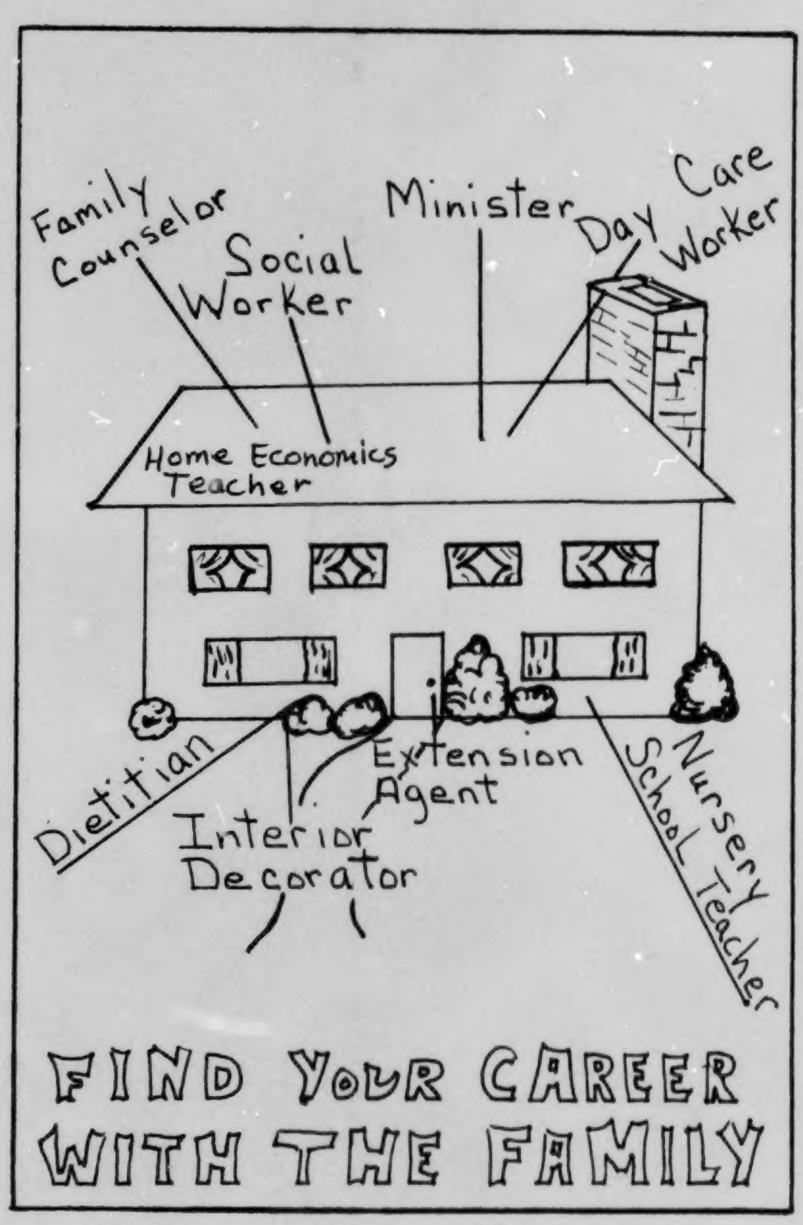
1. ________________________
2. ________________________
3. ________________________
4. ________________________
5. ________________________
6. ________________________

Gas

1. ________________________
2. ________________________
3. ________________________
4. ________________________
5. ________________________
6. ________________________

(List ways after investigation)

STEPS TO A CAREER


Family Counselor
Social Worker
Minister
Day Care Worker
Home Economics Teacher
Dietitian
Interior Decorator
Extension Agent
Nursery School Teacher
FIND YOUR CAREER WITH THE FAMILY

Supplement 6.21
FAMILY LIVING/PARENTHOOD ED
Entrepreneurship

IS IT FOR ME?

Directions: List several ideas for teenage entrepreneurship in the left hand column. Evaluate each by filling out the chart. Could it be for you?

ENTREPRENEURSHIP IDEA	SPECIAL SKILLS NEEDED	WOULD IT SELL?	SPECIAL PROBLEMS	IS IT FOR ME?
Will give birthday parties for children in my home.				
Hire me to take your child bike riding one afternoon a week.				
Sell cookies for Christmas gifts.				
Will "elder sit" with your aging parent.				
Others				

404

Supplement 6.31
FAMILY LIVING/PARENTHOOD ED
Human Relationships

H.S. DEGREE MEANS A BETTER JOB
(HOME SKILLS DEGREE)

Directions: In the left hand column, complete a list of skills that may be learned in the family. Across the top, list different jobs. Put a check in the appropriate box that indicates if those skills learned at home are important to the specific job. Discuss as a class.

SKILLS LEARNED IN THE FAMILY	JOBS											
	Miner	Construction Worker	Cook	Minister	Secretary	Truck driver	Nurse	Lawyer	Teacher			
1. Communications												
2. Time management												
3. Money management												
4. Getting along with others												
5. Good grooming												
6. Energy management												
7. Good nutrition												
8. Values (honesty, art)												
9.												
10.												
11.												
12.												
13.												
14.												
15.												

Supplement 6.31
FAMILY LIVING/PARENTHOOD ED
Human Relationships

LEARNING CAREER THROUGH FAMILY MATTERS

Directions: Read and discuss each of the case studies below. Answer the questions following each study.

1. Marc's grandmother had lived with his family for 12 years when she fell ill. Her disease progressively got worse while Marc took care of her for the remaining 5 years of her life. What skills learned through this experience might Marc use for a successful career?

2. Joanie's parents started reading books to her each night when she was only 1 month old. Books and reading were a continual part of her life. Her special interests and abilities were in communication. In what jobs might whe find success?

3. Margarita had been physically abused in early childhood. She had been taken from her parents and adopted by an aunt and uncle to have a positive childhood and teeage experience. Margarita has been especially successful counseling. Why do you think this is so?

4. Melissa was encouraged by her parents to be independent while whe was growing up. She was considered a "Tomboy" because of all the activities (including fighting with boys) she was involved in. Today she owns and operates a successful trucking business on her own. Why do you think she has had such success? What living skills has she learned while growing up which helps her today?

5. Todd had always been close to both his parents since he was an only child. It seemed as though his inner nature was on of helping and giving. Because of this good nature, he often helped with the daily chores in the house without expecting anything in return. When in the 9th grade his mom passed away, Todd took over full responsibility of the homemaking duties within the home. What career would you expect Todd to pursue? Why?

STEPS

SURVIVING TODAY'S EXPERIENCES AND PROBLEMS

SUCCESSFULLY

NUTRITION AND FOODS

NUTRITION AND FOODS

Although most teenagers have been exposed to some nutrition information, they are also exposed to much misinformation. They are often too busy to eat right, concerned about weight control, or eat what the gang does because it helps them feel accepted. The American teenager is among the most poorly nourished segment of our population. Their youth sometimes masks just how bad their diets actually are.

This unit includes activities to help teenagers accept eating right as their personal responsibility. Many experiences are included to help them make wise food choices in relation to various personal and family situations. Self-image is examined in relation to how it affects eating. For example, the teenager, usually female, who develops anorexia nervosa sees herself as fat when she is actually emaciated. Apparently this phenomenon is common among other people who have been overweight even after they are thin.

Teenage boys often are better nourished than girls simply because they eat more food. Even so, many have nutritional problems. We know of one teenage male in the state who collapsed several times. After a series of tests, the diagnosis given was that he simply wasn't eating. Yet, this boy was among the starting five on his school's basketball team. Both boys and girls are commonly deficient in iron, calcium, Vitamin A, and Vitamin C. These nutrients should be emphasized in teaching the unit.

Certain concepts dealt with in Adult Roles and Functions are included in this unit. Individual teachers should decide how much to emphasize fad diets in STEPS--they appear to be a greater problem among younger teenagers in some schools than in others. The decision was made to move nutrition for athletes from ARF to STEPS since learning this information sooner is beneficial to students during their high school years. Nutrition and teenage pregnancy may need to be taught in this course or left for ARF, depending on the local situation. Not all of the content related to fad diets and diets during pregnancy has been moved to STEPS however.

Students have opportunity for various laboratory experiences in this unit. These experiences complement the nutrition component in that nutritious foods are emphasized rather than the cookies and cakes students often prefer making. This strategy recognizes the concommitant learnings involved in spending lab time preparing foods that provide little beyond calories. Fruit and vegetable laboratories are included since teenagers are often deficient in these foods. A lab on alternate sources of protein is included because of cost, health, and also it appears that Americans may have to limit consumption of meat in the future because of availability. Students will also prepare snacks and foods for entertainment that provide good nutritional value.

Other labs suggested in this unit help students make comparisons related to taste, cost, time, and energy. Suggestions for preparation of simple meals to fit various requirements are also included.

Ideas for FHA Chapter activities and Extended Learnings in the home and community are listed at the end of the unit. Modules from HOME for STEPS that relate to the unit are listed within the unit as well as with Extended Learnings. Supplements are in the latter part of the unit.

CONCEPT CHART

NUTRITION AND FOODS

1.0 MEETING NUTRITIONAL NEEDS

		Lesson Topic	
1.10	Responsibility	1.11	Why poor diet?
1.20	Self-image	1.21	Peer pressure/food habits
		1.22	Reciprocal effects
1.30	Leadership	1.31	Hero influence
1.40	World Influences	1.41	Foods/culture
		1.42	Prepare cultural food
1.50	Self-image	1.51	Size/self-image
		1.52	Factors affecting size
		1.53	Weight control
1.60	Responsibility	1.61	Fad diets
		1.62	RDA - age
		1.63	Nutrition for athletes
		1.64	Nutrition and teenage pregnancy
		1.65	Personal responsibility
1.70	Coping/Surviving	1.71	Plan day's food - variety
		1.72	Fast food
		1.73	Snacks
		1.74	Quick meals
		1.75	Families eat at different times
1.80	Leadership	1.81	Good food habits campaign

2.0 BUYING, STORING, PRESERVING FOOD

2.10	Appreciation	2.11	Food choices - now and earlier
2.20	World Influences	2.21	Effect on price/availability
2.30	Coping/Surviving	2.31	Coping with inflation
		2.32	Good buymanship
2.40	Coping/Surviving	2.41	Storing food
		2.42	Preserving food
2.50	Responsibility	2.51	Plan to share responsibility

3.0 SAFETY AND SANITATION

3.10	Responsibility	3.11	Safety/sanitation
		3.12	Food poisoning
3.20	Responsibility	3.21	Safe use of equipment and appliances
3.30	Coping/Surviving	3.31	Emergency food and water

4.0 PREPARING AND SERVING FOOD

4.10	Beverages	4.11	Nutritious - hot/cold beverages
4.20	Fruits/Vegetables	4.21	Nutritious fruits/vegetables
4.30	Protein foods	4.31	Low cost protein foods
4.40	Human Relations	4.41	Table manners
		4.42	Pleasant mealtime
4.50	Coping/Surviving	4.51	Plan/prepare nutritious meal for self

4.60	Human Relationships	4.61	Entertaining - nutritious food
4.70	Coping/Surviving	4.71	Low cost meals
4.80	Recycling	4.81	Leftovers
4.90	Energy	4.91	Cooking procedures different appliances on task
4.110	Coping/Surviving	4.111	Equipment - quality, time, effort
		4.112	Scratch vs. mix

5.0 CAREER AWARENESS

5.10	Careers	5.11	Employment opport/requirements
5.20	Entrepreneurship	5.21	Opportunities/feasibility

Unit: NUTRITION AND FOODS **Concept :** MEETING NUTRITIONAL NEEDS - Responsibility

Competency 1.10 The learner will identify reasons teenagers give for not eating a nutritious diet and suggest ways to improve eating habits.

Learner Outcome 1.11 Given a reason for teenagers not eating a nutritious diet, the learner will suggest changes that need to be made in eating habits to insure a nutritious diet.

Activities	**Resource Materials**
Take turns telling what the most nutritious thing you ate yesterday was. Why was it the most nutritious?	
View the bulletin board and discuss reasons why eating right is your own responsibility.	Supplement 1.11. STEPS Toward Responsibility for Eating Right.
Record all food eaten for meals and snacks for one day. Use references to check nutritional adequacy using the Basic Four Food Groups. Keep a record of foods eaten for two more typical day, one of which is a weekend day. Save this record. It will be needed for additional activities.	Chamberlain et al. Teen Guide. pp. 379-383.
Discuss reasons your food intake was or was not adequate. Use references to add other reasons teenagers give for not eating a nutritious diet. Suggest ways you could improve eating habits in each case (planning ahead, better choices, etc.).	Jerome et al. Help Yourself: Choices in Food and Nutrition. pp. 17-26.
Read case studies in Supplement 1.11 concerning eating habits and suggest ways to make positive improvements.	Supplement 1.11. Teens on the Run.

Unit: NUTRITION AND FOODS **Concept:** MEETING NUTRITIONAL NEEDS - Self-Image

Competency: 1.20 The learner will identify ways eating patterns are affected by peer pressure and self-image.

Learner Outcome: 1.21 The learner will relate peer pressure to food habits.

Activities	**Resource Materials**
Discuss why foods are associated with teenage activities--parties, after school, ballgames, movies, out to lunch, etc. Complete Supplement 1.21.	Supplement 1.21. What Do You Eat When.
Read to find out other reasons people eat. How do the ideas in Supplement 1.21 fit?	Chamberlain et al. Teen Guide. pp. 369-370.
Define "peer pressure", and discuss how it related to one's food habits. On the board, list various foods and ways people are pressured into eating by friends; i.e. when to eat, what friends eat; mimicking athletes and other "heros"; status seeking.	
Complete activities in Just Desserts, Activity Sheet 14.	FOOD . . . YOUR CHOICE, Level 4-HEC. National Dairy Council.
Name commercials that convey "groups" or "peers" eating together or create a "with it" atmosphere by eating/drinking that food product.	
Discuss the bulletin board. Why do people sometimes try to be exactly like the group in what they eat? Suggest how and why you can exert a positive influence on friends in terms of eating right.	Supplement 1.21. Take STEPS To Improve Self-Image: Be Yourself.

Unit: NUTRITION AND FOODS **Concept:** MEETING NUTRITIONAL NEEDS - Self-Image

Competency: 1.20 The learner will identify ways eating patterns are affected by peer pressure and self-image.

Learner Outcome: 1.22 The learner will identify ways self-image affects and is affected by the eating patterns of one's self and peers.

Activities	**Resource Materials**
Define self-confidence and self-image. Relate the effects of peer pressure.	
Discuss how eating patterns and peer pressure influence our self-image. (We may feel "in" or accepted when we do what every one is doing, we may eat less if we see ourselves as overweight, etc.)	Cote. People, Food, and Science. pp. 2, 31. Kowtaluk. Discovering Nutrition. pp. 8-12.
Read and discuss ways peer pressure affects how and what we eat and, thus, our fitness and health.	Carson et al. How You Plan and Prepare Meals. pp. 7-11.
Read about and discuss reasons for eating--both overeating and undereating.	McGinley. People: Caring, Deciding, Growing. p. 295.
Do supplement 1.22 to see when you eat most or least.	Supplement 1.22. When and Why Do I Eat?
Use food record made in Outcome 1.11. Identify your reasons for eating each food/meal/snack. Place signs around the room for each category of reasons on When and Why Do I Eat. Place your name on a sheet under the reasons which apply to you. Discuss the different reasons people give for eating and decide which ones are related to peer pressure.	

Unit: NUTRITION AND FOODS **Concept:** MEETING NUTRITIONAL NEEDS - Leadership Qualities

Competency : 1.30 The learner will describe how a person in a leadership or "hero" role can influence food choices.

Learner Outcome: 1.31 The learner will identify ways persons in leadership or "hero" roles can influence the food choices of others.

Activities	Resource Materials
Identify leaders (athletes, movies, teens) shown on TV or other media who influence food habits. [illegible] the influence they have on your food choices. Discuss whether the "leaders" are nutrition experts or are simply paid.	
Make posters using cut-outs of leaders advertising nutritious foods rather than non-nutritious foods. (You may have to combine several pictures and add your own slogans.)	
Have one student read the Super Sam and Danny Dolittle. As a group, give a "thumbs up" or "thumbs down" signal each time a positive or negative influence on food habits is shown. Discuss the leadership qualities found in the story.	Supplement 1.31. Super Sam The Wonder Man and Danny Dolittle.
Identify people you follow or have followed in developing food habits. How did/do they influence you?	
Divide into groups and suggest how and why you can exert a positive influence on friends in terms of eating right. Compare your list with those of other groups. Examples: Serve vegetables at a party, eat the raw vegetable on your lunch tray, have a tasting party, try new foods on the lunch tray, order milk, etc.	
Discuss ways you could influence food habits among younger students or family members. Review Super Heroes and consider who you might share ideas with.	Saltzman et al. Super Heroes Super Healthy Cookbook.

Unit: NUTRITION AND FOODS **Concept:** MEETING NUTRITIONAL NEEDS - World Influences

Competency: 1.40 The learner will examine economic and cultural influences on food selection.

Learner Outcome: 1.41 The learner will identify foods common to different cultures and explain reasons for their use in the cultures.

Activities	Resource Materials
Taste a food common to another culture such as guacomole dip, gaspacho, egg rolls, Italian sausage, crepes, etc. Discuss the origin of the food and why the food is common there.	
Note to teacher: Food should be prepared ahead of time-not by this class. Students have opportunities to prepare a food in the next lesson.	
View filmstrips and discuss how human needs are met in a variety of ways at different times.	FOODS CROSS CULTURE, PARTS 1 and 2. Educational Design.
Find foods from each of the four food groups that are common to cultures other than your own. Plan a meal using these foods. Complete Supplement, Foods Match Up.	Supplement 1.41. The Basic Four - Around the World. Supplement 1.41. Foods Match Up.
Research a regional food or international food to gether information on food choices unique to that region or country. (i.e. Appalachia, New England, Pennsylvania Dutch, Southern, Creole, Mexican, French, English, Oriental, etc.) Find reasons foods are common to the culture. How has the United States influenced foods in other cultures?	REFERENCES FOR REPORTS: Carson et al. How You Plan and Prepare Meals. pp. 15- 21. Chamberlain et al. Teen Guide. pp. 480-490. Down & Pisesky et al. What's to Eat? pp. 255-258. Americana Cookery. Favorite Recipes Press. Cote. People, Food, and Science. pp. 12-25, 426-492. Jerome. Help Yourself: Choices in Foods. pp. 230-232. Largen. Guide to Good Food. pp. 432-556. Medved. The World of Food. pp. 470-478, 451-467.

Activities	Resource Materials
Present the information you found about foods in the culture you researched to the class in a "Three-Minute Sermon." Analyze foods common to your area/family. Determine, if possible, what cultural influences there are.	The Heritage Cookbook. Better Homes and Gardens. McGinley. People: Caring, Deciding, Growing. pp. 293-294.

Unit: NUTRITION AND FOODS **Concept:** MEETING NUTRITIONAL NEEDS - World Influences

Competency: 1.40 The learner will examine economic and cultural influences on food selection.

Learner Outcome: 1.42 Given a recipe and appropriate ingredients, the learner will prepare a dish common to a culture other than his/her own.

Activities	**Resource Materials**
View the bulletin board and discuss the origins of some of the foods popular in the U.S.	Supplement 1.42. STEPS To Understanding World Influences on Food Choices.
Visit an intercontinental food store or restaurant.	
Invite someone from the communtie to give a demonstration of a food common to a country where they have lived or visited.	
Draw an assignment of a culture from a hat. Divide into groups and find recipes common to this culture. Plan and prepare the recipe you select to be used for a tasting party.	McDevitt. Teacher's Resource Book: The World of Food. (see chapter for cultural recipes.) Medved. The World of Food. pp. 564-573. Cote. People, Food, and Science. pp. 426-492. Largen. Guide to Good Food. pp. 579-616.
Review Supplement 1.42, Team Work In the Foods Lab before you start to prepare your recipe. Complete the sheet after the lab. (Use again in later lessons to check your progress.)	Supplement 1.42. Team Work In the Foods Lab.
If you haven't used recipes before, complete activities in HOME/STEPS F-5. You may also need to complete F-1, Maintaining a Safe Kitchen.	HOME/STEPS Module F-5. Using Recipes: Reading and Adjusting Amounts. HOME/STEPS Module F-1. Maintaining a Safe Kitchen.

Unit: NUTRITION AND FOODS **Concept**: MEETING NUTRITIONAL NEEDS - Self-Image

Competency: 1.50 The learner will relate weight and size to self-image.

Learner Outcome: 1.51 The learner will relate present or previous size to self-image.

Activities	**Resource Materials**
Play Are You More Like . . . ? in Supplement 1.51. Discuss why you chose each answer.	Supplement 1.51. Are You More Like . . . ?
View a series of silhouetees and choose the one you think best matches your best friend and yourself. Using TV characters or magazine pictures, give examples of persons whose weight is much above or below normal. Discuss the image the person conveys through his/her size.	Suppelment 1.51. Silhouettes.
View bulletin board and discuss how size affects one's self-image.	Supplement 1.51. Reflections of Self.
Read Real People in Supplement 1.51. Discuss why each has a false image of body size. What advice would you give?	Supplement 1.51. Real People.
In small groups discuss how one's self-image may affect eating patterns. Relate self-image to anorexia nervosa.	"Anorexia Nervosa; Deadly Dieting." Current Lifestudies. Dec. 1978. Vol 2, No. 4. pp. 14-15. "Anorexia Nervosa: When Dieting Can Lead to Death." Co-Ed. Sept. 1981. pp. 22-23.

Unit: NUTRITION AND FOODS **Concept:** MEETING NUTRITIONAL NEEDS - Self-Image

Competency: 1.50 The learner will relate weight and size to self-image.

Learner Outcome: 1.52 The learner will identify the factors that affect size and differentiate between those that can and cannot be controlled.

Activities	**Resource Materials**
Write a "Dear Me" letter telling yourself how you feel about your body size and self-image. Describe how you might either change your size or learn to accpet what cannot be changed. This letter does not need to be shared.	
Read to find information on how diet, heredtiy, activity, stage of growth, fat cell theory, and psychological factors affect size. Report what you find to the class.	Chamberlain et al. Teen Guide. pp. 385-386. Down & Pisesky. What's To Eat? pp. 144-151. Smith. Food for Sport. Kowtaluk. Discovering Nutrition. pp. 120-127. The Boy and His Physique. National Dairy Council. The Girl and Her Figure. National Dairy Council.
Write four questions on your topic to be used to play the game On Target. Combine questions everyone wrote, shuffle, and play the game.	Supplement 1.52. On Target.
Invite a dietitian to speak to your class on factors that affect size.	
Categorize the factors studied by "those I can control" and "those I cannot control."	
Complete Supplement 1.52, Must I Live In This Body?	Supplement 1.52. Must I Live In This Body?

Unit: NUTRITION AND FOODS **Concept** : MEETING NUTRITIONAL NEEDS - Self-Image

Competency 1.50 The learner will relate weight and size to self-image.

Learner Outcome 1.53 The learner will describe ways to gain, loose, or maintain weight.

Activities	**Resource Materials**
View a display of standard size servings of foods listed in Energy to Burn. Compare the calorie content of the foods.	Supplement 1.53. Energy to Burn.
Evaluate personal food intake (use food inventory you made in Outcome 1.11) and compare calorie intake with estimated calorie need.	Larson. Guide to Good Food. pp. 64-75. Cote. People, Food, and Science. pp. 72-81. Chamberlain et al. Teen Guide. pp. 384-388. Kowtaluk. Discovering Nutrition. pp. 57-60, 131.
Read about gaining, losing, and maintaining weight in relation to calorie needs. Suggest ways you could increase/decrease/maintain your weight.	Carson et al. How You Plan and Prepare Meals. pp. 56-65. McGinley. People: Caring, Deciding, Growing. pp. 326-331, 291-298. Jerome et al. Help Yourself: Choices in Foods and Nutrition. pp. 247-257. Educators Guide. pp. 58-60. Down & Pisesky. What's to Eat? pp. 149-150.
View filmstrip Weight Control. Discuss the advice given on good and poor ways to control weight.	WEIGHT CONTROL. Dosix.
Do activities in Are You Unbalanced, Activity Sheet 7A-B.	FOOD . . . YOUR CHOICE. Level 4-HEC. National Dairy Council.

Activities	**Resource Materials**
Choose a list of foods you enjoy. Find their caloric content. Choose activities you enjoy and find calories expended per minute. Calculate the amount of time you would need to do the activity(s) to burn up your favorite foods.	Jerome et al. Help Yourself: Choices in Foods and Nutrition. pp. 515-534. Educators Guide. p. 53.
Set up a Par Course to illustrate activities teens could do to burn calories.	Supplement 1.53. Par Course.
Complete HOME/STEPS Module F-68, Weight Control.	HOME/STEPS Module F-68. Weight Control.

Unit: NUTRITION AND FOODS **Concept** : MEETING NUTRITIONAL NEEDS - Responsibility

Competency : 1.60 The learner will identify his/her responsibility for obtaining adequate nutrition.

Learner Outcome : 1.61 The learner will list diets considered to be "fad diets" and describe long-term effects of using them.

Activities	**Resource Materials**
Participate in a buzz group and define diet. Answer the question, "Is there a difference between reducing diets and diet?"	
Perform the skit and discuss the questions with Supplement 1.61.	Supplement 1.61. To Diet or Not to Diet.
Find a diet you have heard about or someone you know of who has tried it out. Analyze its content according to the Basic Four Food Groups. Identify deficiencies, if any.	
Read about fad diets. Explain what a fad diet is. Determine why fad diets only only seem to work for a short period of time. What is lacking in many of the fad diets? (cue: variety.)	Kowtaluk. Discovering Nutrition. pp. 128-130. Foster et al. Creative Living. pp. 254-260 Chamberlain et al. Teen Guide. pp. 390, 392. McGinley. People: Caring, Deciding, Growing. pp. 332-335. Carson et al. How You Plan and Prepare Meals. pp. 66-67. Cote. People, Food, and Science. pp. 114-115.
Complete the chart Fad Diet Fantasies. Discuss what the long-term effect might be of using these or other diets.	Supplement 4.23. Fad Diet Fantasies.
Complete activities in Promise Me Anything But Make Me Lose Weight, Activity Sheet .	FOOD . . . YOUR CHOICE, Level 4-HEC. National Dairy Council.

Activities	**Resource Materials**
Find several advertisements for food products that make special claims to improve health, or bring a health food item to class. Evaluate claims in relation to nutrient content. Examples: granola, black strap molasses, brewers yeast, etc. Discuss valid reasons for using or not using these foods.	
Visit a health food store and describe the foods that are sold there. Compare the prices and nutritive value to those of similar foods in the supermarket. Would you imagine the foods in the health food store to be fresher than those found at the supermarket? Why or why not? What does this tell you about nutritional value?	Chamberlain et al. Teen Guide. pp. 390, 392. McGinley. People: Caring, Deciding, Growing. pp. 332-335.

Unit: NUTRITION AND FOODS **Concept:** MEETING NUTRITIONAL NEEDS - Responsibility

Competency : 1.60 The learner will identify his/her responsibility for obtaining adequate nutrition.

Learner Outcome : 1.62 The learner will compare nutritional needs (RDA) of different age groups.

Activities	Resource Materials
Complete the activities in Who's Who, Activity Sheet 10A.	FOOD . . . YOUR CHOICE, Level 4-HEC. National Dairy Council.
Use an RDA chart to find your own nutrient needs. Compare your need for iron with that of other age and sex groups. Discuss why the RDA is only a guide--not an exact requirement for every person. (Note: references given at right apply to this and the next activity.)	Carson et al. How You Plan and Prepare Meals. pp. 29-32,72-82. McGinley. People: Caring, Deciding, Growing. pp. 301-302. Jerome et al. Help Yourself: Choices in Foods and Nutrition. p. 512.
Read to understand the food needs for different age groups. Determine the specific differences for each age group and discuss why these needs are so varied.	Largen. Guide to Good Food. pp. 48-63. Down & Pisesky. What's to Eat? pp. 240-250, 151.
Using the RDA Chart, Comparison Cards, and the food record you kept earlier, check whether or not you are getting enough of the following nutrients: Vitamins A and C Calcium and iron Why do you think teenagers are often low in these nutrients?	Supplement 1.62. RDA Chart. Comparison Cards. National Dairy Council. (Also in Food...Your Choice).
Complete Home/STEPS Module F-65, and F-66.	Home/STEPS Module F-65. Eating For Lifetime Health. Home/STEPS Module F-66. Adolescent Nutrient Needs.

Unit: NUTRITION AND FOODS **Concept:** MEETING NUTRITIONAL NEEDS - Responsibility

Competency 1.60 The learner will identify his/her responsibility for obtaining adequate nutrition.

Learner Outcome 1.63 The learner will describe the special nutritional requirements of teenage athletes.

Activities	Resource Materials
View the bulletin board and discuss the part nutrition plays in athletic competition.	Supplement 1.63. Sock It To 'Em (Team name).
Read the situations and discuss the effect on the teenage athlete. Why would the situations occur? Read to find out what problems athletes have in relation to nutrition and what special needs they have.	Supplement 1.63. What Price Victory? Jerome et al. Help Yourself: Choices in Foods and Nutrition. pp.
Interview a coach or members of various teams (male and female) about the special food needs of persons taking part in specific sports in relation to: -Quick energy -Staying power -weight loss -Weight gain -Avoiding sluggishness -Digestion -Pre-game meal -Need for liquids -Others	"The Winning Combination: Sport, Food, and You." Co-ed. October, 1981. Teacher References: Smith. Food for Sport. Eisenman & Johnson. Coaches' Guide to Nutrition & Weight Control.
Find out what advice is commonly given about food to achieve desired results. Compile information into a chart. Include a common evaluating the food practices and another telling what should be eaten and when.	Trakis-Fischer. "Good Nutrition and the Athlete." Forecast. October, 1981.
Write a short speech on changes in diet needed on the day of an athletic competion. Present to team. Or prepare a brochure or leaflet to be distributed to school athletes.	
Complete HOME/STEPS Module F-67.	HOME/STEPS Module F-67. Nutrition for the Athlete.

Unit: NUTRITION AND FOODS **Concept :** MEETING NUTRITIONAL NEEDS - Responsibility

Competency 1.60 The learner will identify his/her responsibility for obtaining adequate nutrition.

Learner Outcome 1.64 The learner will describe the special nutritional requirements for the pregnant teenager.

Activities	Resource Materials
Read A Teenage Pregnancy and discuss the questions at the end of the story.	Supplement 1.64. A Teenage Pregnancy.
Read or role play What Now Doctor?	Supplement 1.64. What Now Doctor?
Study the printed information given to Laura by her doctor.	Brochures from March of Dimes and other agencies.
Invite a doctor or dietitian to speak to the class about diet for teens during pregnancy.	
Plan a diet for Laura or Elaine. Discuss why the nutrient requirements are higher for pregnant teenagers than for other teenage girls. Why are the requirements for pregnant teenage girls higher than for pregnant women?	

Unit: NUTRITION AND FOODS **Concept:** MEETING NUTRITIONAL NEEDS - Responsibility

Competency : 1.60 The learner will identify his/her responsibility for obtaining adequate nutrition.

Learner Outcome : 1.65 The learner will explain the personal responsibility involved in obtaining adequate nutrition.

Activities	**Resource Materials**
Review bulletin board from Supplement 1.11. Discuss times and places when teenagers can make choices in what to eat.	Supplement 1.11. STEPS Toward Responsibility for Eating Right.
In buzz groups discuss these questions: -Are your parents still responsible for what you eat? Why or why not? -Should students be required to eat school lunch? Why or why not? -What is your responsibility for choices available from vending machines in your school?	
Assume the role of a parent, a teacher, a school lunch manager, or a teenager. Give a three-minute sermon about your responsibility in that role for the nutrition of the teenager.	
Debate "Who is Responsible?" Side 1--I am responsible for good nutrition for myself. Side 2--I am not responsible for good nutrition for myself.	
Read to find out about the seven dietary guidelines. What do you think about the advice in general? Are there circumstances when some might not apply?	Ideas for Better Eating. USDA, 1981.
Play Nutrition Chutes and Ladders. Then discuss what progress you have really made in assuming the personal responsibility for eating right.	Supplement 1.65. Nutrition Chutes and Ladders.

Unit: NUTRITION AND FOODS **Concept:** MEETING NUTRITIONAL NEEDS - Coping/ Surviving

Competency: 1.70 The learner will determine ways to get a nutritionally adequate diet under different circumstances.

Learner Outcome: 1.71 The learner will plan a day's food intake that is nutritionally adequate and that offers variety.

Activities	Resource Materials
Review the daily servings of the Basic Four Food Groups. Complete Activity on page 381, "Can You Make a Match?"	Chamberlain et al. Teen Guide. pp. 378-388.
Complete study sheet Choose Your Meals, Study Sheet 1, from BASIC CONCEPTS kit. Then read or view a filmstrip about nutritional needs of teenagers. Make a list of the nutrients needed by everyone, including teenagers. Find two foods that are rich in each nutrient.	BASIC CONCEPTS IN HOME ECONOMICS, PROGRAM 3 - FOODS. The Food You Eat (filmstrip). Maclean Hunter (Butterick). FOOD FOR TEENS. Dosix. (filmstrip) Jerome et al. Help Yourself: Choices in Foods and Nutrition. pp. 28-37. McGinley. People: Caring, Deciding, Growing. pp. 318-321. Carson et al. How You Plan and Prepare Meals. pp. 106-113, 126. Medved. The World of Food. pp. 393-395.
Develop a daily meal plan you would eat that: -meets basic four requirements. -includes a variety of foods. -is feasible, and workable around your schedule.	
Plan nutritious meals using paper plates and food models or other food cutouts. Give them the "color test." In what ways does simply having a variety of colors increase the chance of having various nutrients? What exceptions might there be?	

Activities	Resource Materials
View the filmstrip and identify other ways variety adds interest as well as nutritive value.	VARIETY IN MEAL PLANNING. Nasco.
Complete Home/STEPS Module F-14.	Home/STEPS Module F-14. Planning and Serving Family Meals.

Unit: NUTRITION AND FOODS **Concept** : MEETING NUTRITIONAL NEEDS - Coping/Surviving

Competency : 1.70 The learner will determine ways to get a nutritionally adequate diet under different circumstances.

Learner Outcome : 1.72 Given fast food and other choices away from home, the learner will plan a nutritionally adequate diet.

Activities	Resource Materials
Complete activities in Trapped, Activity Sheet 4A.	FOOD YOUR CHOICE, Level 4-HEC. Activity Sheet, Trapped, 4A. National Dairy Council.
Collect menus from a variety of restaurants. Analyze types of restaurants, menu tips, and a daily food guide in relation to choosing food while eating out. Practice ordering nutritious meals.	Kowtaluk. Discovering Nutrition. ppl 137-146. Jerome et al. Help Yourself: Choices in Foods and Nutrition. pp. 479-487. McGinley. People: Caring, Deciding, Growing. pp. 444-448.
Complete Worksheet 6 from the filmstrip kit.	BASIC CONCEPTS IN HOME ECONOMICS, PROGRAM 3 - FOODS. Maclean Hunter (Butterick).
Complete worksheet Fast Food Fatties. Discuss what possible alternatives are present for these fatty foods.	Supplement 1.72. Fast Food Fatties.
Plan a day's menu in which one meal is eaten at a fast-food restaurant. Total the number of calories and check to see if the total is within the correct range and that all nutrients are present.	Medved. The World of Food. pp. 408-439. Teacher References: Forecast for Home Economics. March, 1982. "Nutritional Analyses of Fast Foods." in Hamilton & Whitney. Nutrition Concepts and Controversies. Reprinted from Ross Laboratories - Dietetic Currents, Ross Timesaver 8 (March-April 1981).

Activities	Resource Materials
Identify choices teenagers at your school have for breakfast and lunch. Discuss the advantages and disadvantages of each in terms of nutrition and cost. Arrange to have breakfast or lunch together in the school cafeteria.	
Plan and prepare a nutritious brown bag lunch. Use Supplement 1.72. Eat lunches as a group.	Supplement 1.72. Brown Bag Lunch.

Unit: NUTRITION AND FOODS **Concept** : MEETING NUTRITIONAL NEEDS - Coping/Surviving

Competency : 1.70 The learner will determine ways to get a nutritionally adequate diet under different circumstances.

Learner Outcome : 1.73 The learner will plan and prepare snacks that contribute to the total nutritional needs for the day.

Activities	**Resource Materials**
Analyze snack foods for nutrient content. Use Welcome to the Unconventional Snack Bar, Activity Sheet 9.	FOOD . . . YOUR CHOICE, LEVEL 4-HEC. National Dairy Council.
View a filmstrip on snacks. Discuss how these teenagers chose snacks.	SNACKS THAT COUNT. Dosix.
Read about snacks and how to use them effectively in terms of nutritional value and your daily food requirements.	Carson et al. How You Plan and Prepare Meals. pp. 134-141. Jerome et al. Help Yourself: Choices in Foods and Nutrition. pp. 20, 103, 502.
Choose a recipe for a nutritious snack from Study Sheet 7 in BASIC CONCEPTS or from one of the HOME/STEPS modules. Prepare the snack and share it with classmates. Try to taste a variety of snacks prepared by other students or gorups of students.	BASIC CONCEPTS IN HOME ECONOMICS, PROGRAM 3 - FOODS. Maclean Hunter (Butterick). HOME/STEPS module F-64. Cooking Popcorn.
Complete one or more of the HOME/STEPS modules.	HOME/STEPS module F-63. Making Sandwiches.

Unit: NUTRITION AND FOODS **Concept** : MEETING NUTRITIONAL NEEDS - Coping/Surviving

Competency : 1.70 The learner will determine ways to get a nutritionally adequate diet under different circumstances.

Learner Outcome : 1.74 The learner will plan nutritious meals that can be prepared quickly.

Activities	Resource Materials
View relevant parts of the filmstrip PLANNING TO EAT. Discuss ways to save *time* when preparing food.	PLANNING TO EAT: A GUIDE TO SAVING TIME, MONEY, AND ENERGY. Tupperware.
Read and discuss ways to save time when preparing food.	Largen. *Guide to Good Foods*. pp. 284-288. McGinley. *People: Caring, Deciding, Growing*. pp. 418-420. Chamberlain et al. *Teen Guide*. pp. 502-503, 506-507.
In small groups make a list of 10 food dishes that can be prepared in 30-45 minutes. Write your list on the chalkboard. From the combined lists of your class plan a breakfast, lunch, and dinner each of which can be prepared in less than 45 minutes.	
Post your group's menus. As a class evaluate each group's menus for nutritional quality and time saving techniques.	
Brainstorm for ideas for meals that can be prepared in 15-20 minutes. Check for nutritional quality.	

Unit: NUTRITION AND FOODS **Concept:** MEETING NUTRITIONAL NEEDS - Coping/Surviving

Competency: 1.70 The learner will determine ways to get a nutritionally adequate diet under different circumstances.

Learner Outcome: 1.75 The learner will plan nutritious meals for families whose members have varying time schedules.

Activities	**Resource Materials**
Write a case study of a family in which members have different time schedules and can't eat together.	
Do activity on page 37 in Creative Living and read to find ways to feed family members who don't eat together. Discuss ways meal patterns can vary and still be nutritious.	Foster et al. Creative Living. pp. 237-241. Jerome et al. Help Yourself: Choices in Foods and Nutrition. pp. 240-241. McGinley. People: Caring, Deciding, Growing. pp. 321-332. Chamberlain et al. Teen Guide. pp. 393-396.
Trade case studies and plan ways each family member can have nutritious meals throughout the day. Role play some of the examples from the class.	

Unit: NUTRITION AND FOODS **Concept :** MEETING NUTRITIONAL NEEDS - Leadership Qualities

Competency : 1.80 The learner will exert positive leadership in relation to food habits.

Learner Outcome : 1.81 The learner will plan and conduct a good food habits campaign.

Activities	Resource Materials
View the bulletin board and discuss how you can be a leader in relation to food choices.	Supplement 1.81. STEPS To Leadership: Set the Pace.
Develop a list of suggested groups who need to learn about good food habits: -Athletic team -Kindergarten students -Pregnant girls or women (Health Dept. of Clinic) -Senior citizens -PTA -School board	
Suggest ways to present nutrition information to such groups in a way that might influence their food habits.	
Divide into groups and choose a target group for which you will plan a good food habits presentation. Make the presentation if possible. (Clear what you will do and say with rest of class and teacher first).	
Plan and present a 2-minute sermon on a nutrition topic to be given to a group outside your classroom	
Make a poster or bulletin board presenting good food habits and display somewhere in the school	
Organize a tasting party for fellow students or one of the groups listed previously.	

Activities	Resource Materials
Sponsor a "Good Food For You" poster contest in your school.	
Conduct some other good food habits campaign--nutritious items in vending machines, breakfast club, lunch bunch, etc.	

Unit: NUTRITION AND FOODS **Concept:** BUYING, STORING, PRESERVING FOOD - Appreciation

Competency: 2.10 The learner will compare food choices available to us with those of earlier times.

Learner Outcome: 2.11 The learner will compare food choices available to him/her at the present with those available to past generations.

Activities	Resource Materials
View the bulletin board and discuss why a cave man might be surprised to see what is in the average family's refrigerator.	Supplement 2.11. STEPS To Appreciation for Our Food Choices.
Ask older relatives to form a panel and bring a favorite dish that has been handed down in the family. Discuss with the panel ways foods from the past influence foods today. OR Interview older people or have resource person speak to class concerning food choices available in past generations.	
Interview grocery store owners (or ask one as a guest speaker) to discuss reasons many foods are more readily available today.	
Compile a list of food choices available today. Compare your list with those foods available in past generations.	
Read about family background and food choices. Read "Back to the Stone Age" in People, Food, and Science and discuss differences in food choices today and in generations past.	Carson et al. How You Plan and Prepare Meals. pp. 10-11, 18. Cote. People, Food, and Science. pp. 2-11.
Read about our American heritage to gain appreciation for food choices in America today.	Largen. Guide to Good Food. pp. 432-433.
View parts of filmstrip concerning changes in foods available.	BASIC CONCEPTS IN HOME ECONOMICS, PROGRAM 3 - FOODS. The Food You Buy. Maclean Hurter (Butterick).

Unit: NUTRITION AND FOODS **Concept** : BUYING, STORING, PRESERVING FOOD - World Influences

Competency : 2.20 The learner will relate world wide events and conditions to food availability and cost.

Learner Outcome : 2.21 The learner will tell ways food availability and price are affected by world events and conditions.

Activities	**Resource Materials**
Examine food containers to determine where the products were produced. What food did you find that has been sent the greatest distance?	
Complete Supplement 2.21, *What Would Happen If ...?* Discuss how our food supply and costs are connected to those around the world.	Supplement 2.21. *What Would Happen If ...?*
Complete activities in *People, Food, and the Future*.	Supplement 2.21. *People, Food, and the Future*.
Read to find ways food supplies and habits may need to change as resources change in the future.	Down & Pisesky. *What's to Eat?* pp. 41-43. McGinley. *People: Caring, Deciding, Growing*. pp. 336-339. (deals only with the U.S.) Teacher Reference: Gussow, J.D. *The Feeding Web*. Bull Publishing Co., 1978.
Complete selected activities from Activity Sheets 23A and 23B, *Till We Meat Again: A Look At Vegetarianism*.	FOOD YOUR CHOICE, Level 4-HEC. National Dairy Council.
Do *World Hunger Survey*. Discuss the affect of our eating patterns on the food supply for the rest of the world.	Supplement 2.21. *World Hunger Survey*.
View filmstrip and discuss future availability of food for the world and the factors involved.	BASIC CONCEPTS IN HOME ECONOMICS, PROGRAM 3 - FOODS. *Food in Your Future.* Maclean Hunter (Butterick).

Unit: NUTRITION AND FOODS **Concept** : BUYING, STORING, PRESERVING - Coping/Surviving

Competency : 2.30 The learner will identify ways to cope with inflation in relation to food.

Learner Outcome : 2.31 The learner will identify ways to cope with inflation in providing food for him/herself and the family.

Activities	Resource Materials
Interview your parents and make a list of ways they save money on food.	
View parts of filmstrip and add to your list of ways to save money when providing food for yourself and your family.	PLANNING TO EAT: A GUIDE TO SAVING TIME, MONEY, AND ENERGY. Tupperware.
Examine "low cost" food recipes and compare ingredients to find common ones used, such as macaroni, rice, etc.	
Check newspapers and magazines for food coupons. Discuss how coupons can save money. Compare with sale or regular prices at other stores.	
Ask an extension home economist or a nutritionist to discuss ways to plan meals in an inflationary time.	
Compare cost of preparing a food from convenience foods and from scratch. Example: biscuits from a mix, canned, home master mix, or scratch.	
Find a recipe using a leftover food. Share with the class. Compile a booklet and reproduce for all class members. Discuss ways using leftovers might save energy.	
Read and discuss leaflets on gardening. Plant a mini-garden. Invite a person from a local greenhouse or nursery to aid in this activity.	Growing Your Own Vegetables. Mini-Garden for Vegetables. McGinley. People: Caring, Deciding, Growing. pp. 345-352.

Unit: NUTRITION AND FOODS **Concept** : BUYING, STORING, PRESERVING FOOD - Coping/Surviving

Competency : 2.30 The learner will identify ways to cope with inflation in relation to food.

Learner Outcome : 2.32 The learner will determine practices that will provide better food buys.

Activities	**Resource Materials**
Complete scrambled sentence activity in How To Buy Food.	Supplement 2.32. How To Buy Food.
Break into seven groups and choose one of the following terms. Read to determine how this could help you get better food buys. Report your findings to the class and show and example if possible. 1. open dating 2. unit pricing 3. store brand 4. name brand 5. nutrition labeling 6. food labels 7. advertising	Largen. Guide to Good Food. pp. 178-181. Jerome et al. Help Yourself: Choices in Foods and Nutrition. pp. 282-293. Down & Pisesky. What's to Eat? pp. 78-79. McGinley. People: Caring, Deciding, Growing. pp. 342-345. Foster et al. Creative Living. pp. 281-287.
View and discuss filmstrip concerning buying food.	BASIC CONCEPTS IN HOME ECONOMICS, PROGRAM 3 - FOODS. The Food You Buy. Maclean Hunter (Butterick).
Complete Activity Sheets 12, 13, and 14: Shop Around, Are You a Savvy Saver, and Word Search. OR	PLANNING TO EAT: A GUIDE TO SAVING TIME, MONEY, AND ENERGY. Tupperware.
Complete acitivities from FOOD YOUR CHOICE: Activity Sheet 16. Label Strip Tease. Activity Sheet 17A-B. Have I Got A Deal for You. Activity Sheet 18. Is the Price Right?	FOOD. . . YOUR CHOICE, Level 4-HEC. National Dairy Council.
Bring in a food label. Locate required and optional information.	
Compare name brands and house brands with activities in Supplement 2.32.	Supplement 2.32. Name Brands Vs. House Brands.
Complete HOME/STEPS Module F-6.	HOME/STEPS Module F-6. Reading and Applying Label Information and Unit Pricing.

Unit: NUTRITION AND FOODS **Concept**: BUYING, STORING, PRESERVING FOOD - Coping/Surviving

Competency: 2.40 The learner will identify the basic methods of food preservation and storage.

Learner Outcome: 2.41 The learner will describe ways to store foods to preserve freshness and insure safety.

Activities	**Resource Materials**
Do Activity Sheets 20-A,-B,-C, To Wrap or Not to Wrap. Determine what happens to food under different storage circumstances. Note: experiments can be done at home individually and results shared.	FOOD . . .YOUR CHOICE, Level 4-HEC. National Dairy Council.
Read to find correct methods of storage and demonstrate proper techniques of preparing food for storage or ask a resource person to demonstrate food storage methods.	Medved. The World of Food. pp. 99-101, 112, 122-123, 139,153, 168, 204-210, 225-226, 239, 255-256, 275-276, 288, 300, 313, 325, 339, 348, 363. McGinley. People: Caring, Deciding, Growing. pp. 359-373. Largen. Guide to Good Food. pp. 185-238. Down & Pisesky. What's to Eat? pp. 44-45.
View filmstrip(s) on food storage. Note to Teacher: You may wish to save some of these filmstrips for other lessons that relate to specific foods.	KEEPING FOOD FIT. Tupperware. Storing Poultry & Eggs Storing Fish Storing Meat Storing Vegetables Storing Fruit Storing Cheese Storing Milk Storing Fats/Oils etc. Storing Cereals & Grain Storing Bread/Cake etc.
Complete HOME/STEPS Modules F-15, and F-23.	HOME/STEPS Module F-15. Selecting and Storing Foods. HOME/STEPS Module F-23. Selecting and Storing Fresh Fruits and Vegetables.

Unit: NUTRITION AND FOODS **Concept** : BUYING, STORING, PRESERVING FOOD - Coping/Surviving

Competency : 2.40 The learner will identify the basic methods of food preservation and storage.

Learner Outcome : 2.42 The learner will demonstrate food preservation by one or more methods and explain safety factors involved.

Activities	Resource Materials
Ask a guest speaker to demonstrate safe methods of food preservation. Include canning, freezing, and drying.	
Read about methods of food preservation to find safe ways to preserve food. Also view filmstrips and/or slides.	Largen. Guide to Good Food. pp. 239-267. Medved. The World of Food. pp. 480-500.
Discuss techniques, safety factors (in canning as well as safety of the food itself--acid vs. non-acid foods), containers, how long foods will keep, equipment needed, and cost.	Cote. People, Food, and Science. pp. 312-331. McGinley. People: Caring, Deciding, Growing. pp. 449-458.
Have a poster contest dealing with safety during food preservation. Make a display of the posters, judge them and give awards.	KEEPING FOOD FIT. Freezing. Tupperware. HOME/STEPS module F-21. Food Preservation. (slides accompany module)
Present a demonstration on safe food preservation.	

Unit: NUTRITION AND FOODS

Concept: BUYING, STORING, PRESERVING FOOD - Responsibility

Competency: 2.50 The learner will identify ways family members can share responsibility for food for the family.

Learner Outcome: 2.51 The learner will develop a plan for sharing the responsibility among family members for purchasing, storing, and preparing food.

Activities	Resource Materials
Make a list of family responsibilities for daily meals. Include buying, storing, cooking, and cleanup. Tentatively assign duties to family members (don't forget yourself). Remember individual time schedules of your family. Who could do what when? Take the plan home and share with family members. Ask them to make responses and trade jobs if the one assigned is not acceptable.	

Unit: NUTRITION AND FOODS **Concept** : SAFETY AND SANITATION - Responsibility

Competency 3.10 The learner will identify basic rules for food safety and sanitation in the home.

Learner Outcome 3.11 The learner will list basic safety/sanitation rules to follow whan preparing, serving, and storing food.

Activities	**Resource Materials**
Take the awareness quiz Your Food Safety Quotient. Discuss results.	Supplement 3.11. Your Food Safety Quotient.
Read about food safety and sanitation. Why is it important?	Chamberlain et al. Teen Guide. pp. 438-439. Largen. Guide to Good Food. pp. 75-76, 82-90. Carson et al. How You Plan and Prepare Meals. pp. 210-221 . Down & Pisesky. What's to Eat? pp. 14-23. McGinley. People: Caring, Deciding, Growing. pp. 380-387. Foster et al. Creative Living. pp. 323-327. Jerome et al. Help Yourself: Choices in Foods and Nutrition. p. 332.
Make sketches or cartoons of food handlers that you would or would not want to prepare or serve your food. Post and discuss grooming and/or unsanitary practices portrayed.	
View filmstrip(s) and discuss ways to keep food safe.	KEEPING FOOD FIT. Tupperware. (select from this series) BASIC CONCEPTS IN HOME ECONOMICS , PROGRAM 3-FOODS. Kitchen Know How. Maclean Hunter (Butterick).

Activities	**Resource Materials**
Interview a school cook or restaurant manager about state sanitation standards.	
Find the safety hazards in the foods lab that has been arranged for the hazard hunt (frayed cords, broken glass, pot handles extending beyond range, knives left out, etc.).	
Discuss other safety hazards involved in working in the kitchen.	
Complete HOME/STEPS Modules F-1 and F-3.	HOME/STEPS Module F-1. Maintaining a Safe and Sanitary Kitchen. HOME/STEPS Module F-3. Kitchen Sanitation and Garbage Disposal.

Unit: NUTRITION AND FOODS **Concept:** SAFETY AND SANITATION - Responsibility

Competency 3.10 The learner will identify basic rules for food safety and sanitation in the home.

Learner Outcome 3.12 The learner will describe preventive measures for common types of food poisoning.

Activities	**Resource Materials**
Identify causes of food poisoning from the case studies in Did This Have To Happen?	Supplement 3.12. Did This Have To Happen?
Read about food poisoning. List potentially hazardous foods and how to handle them properly. Complete the experiment for food spoilage on page 17, of What's to Eat?	Down & Pisesky. What's to Eat? pp. 16-19. Largen. Guide to Good Food. pp. 75-82. Supplement 3.12. The Best Defense-Prevention.
Allow a perishable food to go unrefrigerated. Ask your biology teacher to help you make a slide and observe the microorganisms present under a microscope.	
Perform skit Don't Blame Me! Compile a list of violations of rules of food safety you find in the script. Discuss what the correct behavior would have been in each instance.	Supplement 3.12. Don't Blame Me!
Assemble the booklet How To Fight the Food Spoilers and answer the questions. Present the booklet to your family and discuss prevention of food poisoning with them.	Supplement 3.12. How To Fight the Food Spoilers.

Unit: NUTRITION AND FOODS **Concept** : SAFETY AND SANITATION - Responsibility

Competency 3.20 The learner will demonstrate responsibility in the safe use and care of kitchen equipment.

Learner Outcome 3.21 Given a piece of kitchen equipment or an appliance, the learner will explain responsible behavior in using it safely.

Activities	**Resource Materials**
Read or view filmstrip to learn about the safe use of small appliances.	CHOOSING AND USING SMALL APPLIANCES. Maclean Hunter.
Work in small groups, develop a check list of general guidelines for responsible use and care of small appliances.	Largen. Guide to Good Food. pp. 127-134. Medved. The World of Food. pp. 78-82. Chamberlain et al. Teen Guide. pp. 424-431, 439-440. McGinley. People: Caring, Deciding, Growing. pp. 388-393.
Select one small appliance or piece of equipment and read the use and care manual or other reference. Using the check list developed above, present the safety features and proper care and use of that appliance to the class.	HOME/STEPS Module F-20. Using and Caring For Small Appliances. Carson et al. How You Plan and Prepare Meals. p. 216. Foster et al. Creative Living. pp. 334-339.
Complete the word scramble Equipment Word Scramble.	Supplement 3.21. Equipment Word Scramble.

Unit: NUTRITION AND FOODS **Concept** : SAFETY AND SANITATION - Coping/Surviving

Competency 3.30 The learner will cope with emergency situations in terms of food and water supply.

Learner Outcome 3.31 The learner will identify ways of providing and preparing food and water for an emergency situation.

Activities	**Resource Materials**
List any disasters that could affect the food and water supply that might occur in your home, your area, or throughout the state (fire, flood, loss of electricity or fuel, accidental spillage, etc.).	
Divide into groups and select a disaster. Complete Supplement 3.31 and report results to the class.	Supplement 3.31. Guidelines for Emergency Situations. Foster et al. Creative Living. pp. 265-268. Disaster Handbook for Extension Agents. (one is located in each county extension office)
Invite a guest speaker--someone who coordinates civil defense in your area or an extension agent or home economist. Discuss what action individual citizens should take in the event of disasters common to your area.	

Unit: NUTRITION AND FOODS **Concept** : PREPARING AND SERVING FOOD - Beverages

Competency 4.10 The learner will prepare nutritious hot and cold beverages.

Learner Outcome 4.11 The learner will prepare nutritious hot and cold beverages for meals and entertaining.

Activities	Resource Materials
Do a label search of various types of beverages. Identify labels showing nutritional content. Compare major ingredient in each.	
Read about the nutritional contribution of various beverages.	Largen. Guide to Good Food. p. 423. Jerome et al. Help Yourself: Choices in Foods and Nutrition. p. 217. Medved. The World of Food. pp. 127-142, 303-314. Carson et al. How You Plan and Prepare Meals. pp. 486-501.
Make nutrient comparison cards for each beverage and discuss which provides the most essential nutrients.	FOOD . . . YOUR CHOICE, Level 4-HEC. Comparison Cards. National Dairy Council.
Working in groups, select a recipe for beverage preparation (each group should choose a different beverage).	HOME/STEPS Module F-61. Preparing Fruit and Vegetable Beverages.
Prepare beverages and have a tasting party.	HOME/STEPS Module F-62. Preparing Milk-Based Beverages.

Unit: NUTRITION AND FOODS **Concept** : PREPARING AND SERVING FOOD - Fruits and Vegetables

Competency 4.20 The learner will prepare fruits and vegetables in various ways.

Learner Outcome 4.21 The learner will prepare fruits and vegetables in a variety of ways suitable for meals and entertaining.

Activities	**Resource Materials**
Taste various vegetables and/or fruits with which you are unfamiliar (note to teacher: these should be prepared in advance, not by this class).	
Working in groups, review recipes for vegetables and fruits. Select two recipes (one vegetable and one fruit). Each group select different foods/recipes.	
Read about selecting various fruits and vegetables. Discuss criteria for selection of both.	Chamberlain et al. Teen Guide. pp. 459-465. Foster et al. Creative Living. pp. 287-291. Down & Pisesky. What's to Eat? pp. 117-123, 226-229. Carson et al. How You Plan and Prepare Meals. pp. 272-292, 294-308. Medved. The World of Food. PP. 86-107, 242-257. Jerome et al. Help Yourself: Choices in Food and Nutrition. pp. 94-119. Cote. People, Food, and Science. pp. 154-169. Largen. Guide to Good Food. pp. 364-388.
Take a field trip during which you purchase the foods needed for your laboratory. Prepare selected recipes.	

Activities	Resource Materials
Analyze the nutrient content of your recipe. Determine what percentages for the RDA of various nutrients are supplied by this food. Prepare a bar graph using instructions and ditto sheets with comparison cards. Use Comparison Cards and duplicating masters in FOOD . . . YOUR CHOICE.	FOOD . . . YOUR CHOICE, Level 4-HEC. National Dairy Council.
View filmstrip to find out how to store fruits and vegetables. Discuss.	KEEPING FOOD FIT. Storing Fruits, and Storing Vegetables. Tupperware.
Complete one or more of the packages from HOME/STEPS.	HOME/STEPS Module F-9. Making Salads From Fruits and Vegetables. HOME/STEPS Module F-22. Preparing Dehydrated and Steamed. Vegetables and Fruits. HOME/STEPS Module F-23. Selecting, and Storing Fruits and Vegetables. HOME/STEPS Module F-25. Baking Vegetables and Fruits. HOME/STEPS Module F-26. Broiling Vegetables and Fruits. HOME/STEPS Module F-10. Simmering Vegetables and Fruits.

Unit: NUTRITION AND FOODS **Concept** : PREPARING AND SERVING FOOD - Protein foods

Competency 4.30 The learner will prepare low-cost protein foods.

Learner Outcome 4.31 The learner will prepare eggs and other low-cost protein foods and explain how they can be used in different types of meals and snacks.

Activities	**Resource Materials**
Take the pretests on soy protein, then view and discuss filmstrip. complete the worksheets and other activities and take the posttest.	SOY PROTEIN. YOU'LL BE SURPRISED. Food Protein Council, 1980.
Read and complete word game and other worksheets on pp. 63-67 on egg cooking and cheese cooking.	McDevitt. Teacher's Resource Book: The World of Food. pp. 54, 55-57, 63-67.
Read about cooking methods for eggs and complete Supplement 4.31, Eggcrostics.	Supplement 4.31. Eggcrostics.
View and discuss the filmstrip on eggs. Discuss the nutritive value of eggs and some ways they can be prepared.	THE INCREDIBLE EDIBLE EGG. American Egg Board.
Read to find other ways to prepare, select, and store low-cost protein foods.	Down & Pisesky. What's to Eat? pp. 40-42. Foster et al. Creative Living. PP. 297-301. Chamberlain et al. Teen Guide. pp. 443-450, 456-458. Carson et al. How You Plan and Prepare Meals. pp. 267-268, 318, 319, 321, 323-329, 348-363. Cote. People, Food, and Science. pp. 218-239. Largen. Guide to Good Food. pp. 308-319. Medved. The World of Food. pp. 144-155, 170, 217-241. Jerome et al. Help Yourself: Choices in Foods and Nutrition. pp. 31, 144-149, 198-216.

Activities	Resource Materials
In small groups select and prepare a recipe using a low-cost protein food.	HOME/STEPS Module F-7. Basic Egg Cookery. HOME/STEPS Module F-18. Making Casseroles Using Meat, Seafood, or Fowl. HOME/STEPS Module F-28. Frying Eggs. HOME/STEPS Module F-29. Poaching Eggs. HOME/STEPS Module F-31. Making Protein Salads. HOME/STEPS Module F-17. Cooking Pasta.
Compare prices of a serving of various sources of protein for a meal.	
Read to find ways protein requirements can be met without meat. Complete Supplement 4.31, Complementary Proteins.	Supplement 4.31. Complementary Proteins. McGinley. People: Caring, Deciding, Growing. p. 317. Kowtaluk. Discovering Nutrition. pp. 132-136. FOOD . . . YOUR CHOICE, Level 4-HEC. Till We Meat Again. Worksheet 23B. National Dairy Council.
Prepare a meatless protein dish using complementary protein. Use sample recipes or find others.	Teacher Reference: Lappe. Diet for A Small Planet. Lappe. Recipes for A Small Planet.
Complete one or more of the HOME/STEPS modules listed previously.	

Unit: NUTRITION AND FOODS

Concept : PREPARING AND SERVIGN FOOD - Human Relationships

Competency 4.40 The learner will examine the effects of personal attitudes and practices on family relationships during mealtime.

Learner Outcome 4.41 The learner will identify and demonstrate appropriate table manners.

Activities	**Resource Materials**
Role play situations in Your Manners Are Showing. Other situations might include: boy/girl friend for dinner, restaurant, parent's boss, relatives (grandparents, aunts, uncles, etc.), special occasions.	Supplement 4.41. Your Manners Are Showing.
Discuss tips illustrated in role play activities. How would you feel if you were the people in these roles?	
Complete activity "Rate Your Manners" and discuss the effects of table manners on family relationships. What is the most important thing to remember about table manners?	Schmelzel. Activities For Teaching Teenage Etiquette. Nasco.
Complete activities 5 and 6 on pages 428-432, The World of Food.	Medved. The World of Food. pp. 428-433.
Read about the correct way to serve food, table manners, and eating out. Complete Supplement 4.41, Mental Manners. Discuss the statement "Manners mean paying attention to how other people are feeling."	Foster et al. Creative Living. pp. 320-322. Chamberlain et al. Teen Guide. pp. 43-46, 402-404, 417-418. Medved. The World of Food. pp. 419-433. McGinley. People: Caring, Deciding, Growing. pp. 442-448. Supplement 4.41. Mental Manners.

Activities	Resource Materials
Demonstrate your knowledge of correct manners in one or more of the following situations: classroom, school cafeteria, local restaurant, receptions or parties.	
Observe correct table settings. Plan correct table settings for a variety of occasions.	

Unit: NUTRITION AND FOODS **Concept:** PREPARING AND SERVING FOOD - Human Relationships

Competency 4.40 The learner will examine the effects of personal attitudes and practices on family relationships during mealtime.

Learner Outcome 4.42 The learner will describe ways that family relationships affect the atmosphere at mealtime.

Activities	**Resource Materials**
View the bulletin board and discuss why mealtime might be pleasant for this family. What are some things that sometimes interfere?	Supplement 4.42. STEPS To Better Relationships: Help Make Mealtime Pleasant.
Complete Supplement, Mealtime Feelings.	Supplement 4.42. Mealtime Feelings.
Role play situations at the table at mealtime. Construct labels that the wearer does not see (put on back or wear as a hat). Labels contain treatments (i.e. Talk to me loudly Ignore me Kick me under the table Pass me food with your hands Do not pass me food Ask me if I would like seconds Show interest in me). Discuss how person felt being treated this way.	
Brainstorm ways you can contribute to a more pleasant mealtime atmosphere (i.e. turn off TV, decorate table, use place mats, exhibit a cheerful attitude, etc.).	

Unit: NUTRITION AND FOODS **Concept** : PREPARING AND SERVING FOOD - Coping/Surviving

Competency 4.50 The learner will plan and prepare nutritious meals for him/herself.

Learner Outcome 4.51 The learner will plan and prepare a nutritious meal for him/herself.

Activities	Resource Materials
View the bulletin board and discuss what you do when you must prepare your own meal and eat alone.	Supplement 4.51. Coping-STEPS To Surviving: Feed Your Inner-Self.
Complete Activity Sheet 6A, Helpful Tips When Helping Yourself and 8A-B, Breakfast Bonanza (unless you did the latter earlier).	FOODS . . . YOUR CHOICE, Level 4-HEC. National Dairy Council.
Read or review how to meet your nutritive requirements and how to plan a nutritious meal that meets these requirements. Con't forget to check serving sizes in relation to nutritive requirements. Plan a meal for yourself that you think you could prepare.	Foster et al. Creative Living. pp. 329-333. Medved. The World of Food. pp. 384-402. McGinley. People: Caring, Deciding, Growing. pp. 316-322. Cote. People, Food, and Science. pp. 334-345. Jerome et al. Help Yourself: Choices in Foods and Nutrition. p. 363. Largen. Guide to Good Food. pp. 48-54. Carson et al. How You Plan and Prepare Meals. pp. 104-109, 113-118, 127-129.
Review food preparation techniques that conserve nutrients.	Kowtaluk. Discovering Nutrition. pp. 165-173.
Complete worksheet or word game on meal planning.	McDevitt. Teacher's Resource Book. The World of Food. pp. 178-182.
Prepare the meal you planned at home or at school. Report the results.	

Unit: NUTRITION AND FOODS **Concept** : PREPARING AND SERVING FOOD - Human Relationships

Competency 4.60 The learner will demonstrate use of nutritious foods for entertaining.

Learner Outcome 4.61 The learner will plan, prepare, and serve nutritious food for entertaining.

Activities	**Resource Materials**
In buzz groups, make a list of foods you have eaten at a party. Categorize the foods as nutritious or less nutritious.	
Read about informal entertaining and find party menus that include nutritious foods that are easy to eat.	Carson et al. How You Plan and Prepare Meals. pp. 158-167. Largen. Guide to Good Food. pp. 410-426.
Complete Study Sheets 8 and 9 in Basic Concepts In Home Economics.	BASIC CONCEPTS IN HOME ECONOMICS, PROGRAM 3-FOODS. Maclean Hunter.
Read to find ways to make guests feel at ease and how to be at ease as a host or guest.	Foster et al. Creative Living. pp. 351-353.
Plan a menu sutiable to serve when entertaining. Party Burrito is one idea.	Supplement 4.61. Party Burrito.
Prepare and serve your menu for the class.	
Discuss other ideas you might use for nutritious food for entertaining.	

Unit: NUTRITION AND FOODS **Concept** : PREPARING AND SERVING FOOD - Coping/Surviving

Competency 4.70 The learner will identify ways to cope with inflation in relation to food.

Learner Outcome 4.71 The learner will plan and prepare nutritious, low cost meals that are culturally acceptable to the learner.

Activities	**Resource Materials**
List cultures represented in your school and community. Discuss ways of preparing foods typical of these groups.	
Read about family food preferences in relation to ethnic background and/or about the social functions of food and how other countries have influenced our food selections.	Kowtaluk. Discovering Nutrition. pp. 90-93. McGinley. People: Caring, Deciding, Growing. pp. 292-294.
Complete Supplement 4.71, Family Food Choices. Put a check by those foods which are low in cost.	Supplement 4.71. Family Food Choices.
Trace one food that is special in your family. Try to find why it is special. Determine if it has ethnic origins. Calculate its cost and nutritional contribution to the diet.	
Use Supplement 4.71 and determine which foods from a list of catagories of foods (i.e. milk products, vegetables, fruits, etc.) would be acceptable to you and/or your family. Rank the foods from low to high in approximate cost.	Supplement 4.71. What Would You Eat?
In groups, plan and prepare a nutritious, low-cost meal that includes food acceptable to your group.	
Note to Teacher: The main purpose of this lesson is to improve the diet if need be, starting with foods already acceptable to students and their families. It is not designed to make radical changes by emphasis on foods new to the students, but to build on those the[illegible]o accept whenever possible.	

Unit: NUTRITION AND FOODS **Concept:** PREPARING AND SERVING FOOD - Recycling

Competency 4.80 The learner will utilize leftovers in new ways.

Learner Outcome 4.81 Given leftover food, the learner will plan and prepare a new dish.

Activities	**Resource Materials**
View the bulletin board and discuss what you could do with the items.	Supplement 4.81. Recycling--STEPS to Saving: What Can You Do With . . .
Complete the Luscious Leftovers worksheet. Share ideas with classmates.	Supplement 4.81. Luscious Leftovers.
Invite a speaker, panel, or family member to discuss ways of using leftover foods. You might ask an extension home economist, utility company home economist, or an older person from the community.	
List ways to avoid having leftovers. What are the advantages and disadvantages of leftovers? How can you use leftovers safely? Use Supplement 4.81.	Supplement 4.81. Cautions on Using Leftovers.
Read about creative use of leftovers. Look particularly for ideas you might use in your family. Also consider the safety and nutritive aspects of the particualr foods.	Jerome et al. Help Yourself: Choices in Foods and Nutrition. pp. 466-475. McGinley. People: Caring, Deciding, Growing. pp. 459-469. Carson et al. How You Plan and Prepare Meals. p. 149.
Select one food item from Luscious Leftovers and find three recipes using this item in a new way. After individual discussion with the teacher, prepare the item using one of the three recipes.	
Have a tasting party if this assignment is completed at school. If prepared at home, report results.	

Unit: NUTRITION AND FOODS **Concept** : PREPARING AND SERVING FOOD - Energy Concerns

Competency 4.90 The learner will compare various cooking and other meal preparation procedures in terms of nonrenewable energy requirements.

Learner Outcome 4.91 Given a list of cooking methods, meal preparation procedures, and equipment, the learner will rank from high to low in terms of nonrenewable energy use.

Activities	**Resource Materials**
View the bulletin board and speculate about what difference there would be in energy use.	Supplement 4.91. STEPS To Conserving Energy: Now, Should I Use . . .?
Complete the checklist for the kitchen to identify ways to be a better energy manager. Read to find other ideas about conserving energy in the kitchen.	Supplement 4.91. Conservation Checklist for the Kitchen. Jerome et al. Help Yourself: Choices in Foods and Nutrition. pp. 311-314. Chamberlain et al. Teen Guide. p. 430. Carson et al. How You Plan and Prepare Meals. p. 186. Energy for Today and Tomorrow. Energy Conservation Research, pp. 26-31.
Conduct the three experiments comparing different preparation techniques.	Supplement 4.91. Energy Experiments.
Identify appliances that use energy in the picture. Then rank appliances in order of energy use. Discuss possible substitutions to save energy.	Supplement 4.91. How Could We Possibly Help? Supplement 4.91. Identify the Large Energy Users.
Study the supplement to determine differences in cost of cooking different foods in different ways. Then plan and compare the following in terms of energy use: an oven meal; a pressure cooker meal, a small appliance meal; a microwave meal.	Supplement 4.91. Cost of Cooking.
Review by completing the checklist.	Supplement 4.91. If You...You Will.
Complete HOME/STEPS Module F-19.	HOME/STEPS Module F-19. Using the Microwave.

Unit: NUTRITION AND FOODS **Concept** : PREPARING AND SERVING FOOD - Coping/Surviving

Competency 4.110 The learner will relate food quality to use of various resources.

Learner Outcome 4.111 Given a food to prepare, the learner will compare the food quality, time, and effort required when food is cooked with different types of equipment.

Activities	Resource Materials
View and discuss the filmstrip Microcooking or slides that accompany the HOME/STEPS module.	MICROCOOKING. Maclean Hunter. (Butterick) HOME/STEPS module F-19. Using the Microwave.
Read about special considerations when cooking with a microwave. (Note: microwave recipes follow each chapter in Teacher's Resource Guide for World of Food. Do the worksheet or word scramble on microwave cooking found in Teacher's Resource Guide: The World of Food or worksheets from the Maclean Hunter kit listed above.	Jerome et al. Help Yourself: Choices in Foods and Nutrition. pp. 444-454. Medved. The World of Food. pp. 434-450. McDevitt. Teacher's Resource Guide: The World of Food. pp. 196-198, 199.
View and read about slow cookers, pressure cookers, toaster ovens, electric skillets. Find out what time or effort saving qualities they have.	Appliance care and use manuals. Largen. Guide to Good Food. pp. 114-144. Chamberlain et al. Teen Guide. pp. 424-426. McGinley. People: Caring, Deciding, Growing. pp. 389-390. Carson et al. How You Plan and Prepare Meals. pp. 146-148.
Divide into groups, prepare a food using different equipment and evaluate results in terms of quality, time, and effort.	Supplement 4.111. Food Preparation Survey.

Unit: NUTRITION AND FOODS **Concept** : PREPARING AND SERVING FOOD - Coping/Surviving

Competency 4.110 The learner will relate food quality to use of various resources.

Learner Outcome 4.112 The learner will compare cost, taste, and time in preparing some basic foods from a mix and from scratch.

Activities	**Resource Materials**
Identify several food products that can be made from scratch or prepared from a mix. (Examples: mashed potatoes, pudding, pizza, and pancakes.)	
Read about the use of convenience foods vs. home prepared foods in realtion to time and money. Discuss the phrase "If your time is valuable . . ."	Cote. People, Food, and Science. pp. 357-361. McGinley. People: Caring, Deciding, Growing. p. 354. Carson et al. How You Plan and Prepare Meals. pp. 143-145. Foster et al. Creative Living. pp. 307-310. Medved. The World of Food. pp. 17-26. Largen. Guide to Good Food. pp. 284-286. Down & Pisesky. What's to Eat? pp. 50-51.
Do an experiment comparing a convenience food with a home made food. Compare cost, time, appearance, taste, and utensils used. See Actitivy Sheets 19A-B, From Scratch, A Mix, or Hasty Pudding, and/or Supplement 2.112.	FOOD . . . YOUR CHOICE, Level 4-HEC. National Dairy Council. Supplement 4.112. Convenience Foods Vs. Homemade Food.
Make your own master mix from which several different food products can be made.	Chamberlain et al. Teen Guide. pp. 507-508.
Complete the worksheet or word scramble concerning convenience foods.	McDevitt. Teacher's Resource Guide: The World of Food. pp. 7-10.

Unit: NUTRITION AND FOODS **Concept** : CAREERS - Career Opportunities

Competency 5.10 The learner will identify career opportunities in the area of foods.

Learner Outcome 5.11 The learner will describe the employment opportunities and requirements in foods and nutrition.

Activities	**Resource Materials**
Take the pretest on careers in foods. Check your answers.	McDevitt. Teacher's Resource Book: The World of Food. pp. 216-218.
View the transparency "Careers in Food and Nutrition." Select one of the careers and research it. Find out educational requirements, location of work, employment opportunities, and salary. Report your findings to the class.	Learn. Food Preparation. Proctor & Gamble. pp. 41-56 and worksheet. (kit) Largen. Guide to Good Food. pp. 91-101. Down & Pisesky. What's to Eat? p. 275. Kowtaluk. Discovering Nutrition. pp. 13-17. Chamberlain et al. Teen Guide. pp. 494-499. Medved. The World of Food. pp. 504-514. Foster et al. Creative Living. pp. 273-275, 311-318, 354-356. McFarland. Hospitality and Food Service.
Read and discuss the story from Illinois Teacher.	Illinois Teacher. March/April 1975. pp. 235-237
Interview someone in the foods area and report to class or do a written report.	
Complete Study Sheet 11, Food Career Review.	BASIC CONCEPTS IN HOME ECONOMICS, PROGRAM 3-FOODS. Maclean Hunter. (Butterick)
Break into groups to complete the jig-saw puzzle. Tell what is involved in each career.	Supplement 5.11. Putting the Pieces Together.

Unit: NUTRITION AND FOODS **Concept** : CAREERS IN FOODS - Entrepreneurship

Competency 5.20 The learner will explore entrepreneurship in foods and nutrition.

Learner Outcome 5.21 Having identified a self-employment opportunity in foods and nutrition, the learner will explore its feasibility.

Activities	**Resource Materials**
View the bulletin board and discuss the career possibilities of self-employment in relation to food.	Supplement 5.21. STEPS To A Career: Be a Food Entrepreneur.
Divide into two groups. Half the class will divise a survey form and survey the community to determine the need for a small food business in your area. (Example: cake decorating, catering children's parties, weddings, and other parties.) The other half of the class survey the community for services already available.	
Compare the results of the two surveys. Suggest some possible needed small food businesses.	
Explore self-employment opportunities in foods and nutrition. Ask a person who has a small food business to discuss setting one up and operating. Discuss what skills are needed.	Teacher Reference: Fanslow. Entrepreneurship: A Senior High School Home Economics Career Exploration Unit.

FHA CHAPTER IDEAS

NUTRITION AND FOODS

Resources in TEEN TIMES magazine:

Title	Page number(s)	Issue	Year
Add Some Pizzazz To Small Fry Nutrition Projects	17	Jan/Feb	82
PEP Up Your Action	19-20	Mar/Apr	82
Student Body Fit'n' Growing Nationwide!	23	Mar/Apr	82
Shape Your Student Body!	10	Sept/Oct	81
Meet What You Eat	16-19	Jan/Feb	79
No Junk Food Boutiques	6-7	Mar/Apr	78

Suggested Activities:

Tour schools in your area with a good nutrition puppet show.

Sponsor a "lose-a-thon" in your school. Have a weekly weigh-in after students have secretly recorded their present weight and how many pounds they need to lose. "Lose-a-thon" group meetings should include discussion on pitfalls and successes.

Present a skit at school assembly on the "Slob Squad." (those who eat junk food all day.)

Conduct a student body survey concerning breakfast habits of students.

Sponsor a poster contest for chapter members encouraging students to eat nutritious snacks.

Sponsor an aerobic dancing workshop.

Conduct a "Food for Athletes" workshop for your school's athletes and their parents.

Prepare and distribute booklets concerning infant/child nutrition to maternity patients in local hospitals.

Plan and conduct a "Film Festival" for your school showing films related to good food habits.

Select a chapter activity from Student Body Workbook (available from National Association Future Homemakers of America Inc., 1910 Association Drive, Reston, VA 22091.

FHA Chapter Ideas - NUTRITION AND FOODS
(continued)

Select a chapter activity from Healthy Babies: Chance or Choice Workbook. (available from National Association Future Homemakers of America Inc., c/o Healthy Babies Coordinator, 1910 Association Drive, Reston, VA 22091)

Have a family night dinner with foods from different cultures represented in the community.

Have a series of breakfast or lunch meetings. Eat in the school food service program and/or have a brown bag lunch.

Have a nutritious snack sale.

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SUGGESTIONS FOR EXTENDED LEARNINGS

NUTRITION AND FOODS

Select one type of diet and analyze nutritive quality. Write a report on its effectiveness or ineffectiveness in meeting its intended purpose.

Plan a list of menus that would be appropriate for "brown bagging" lunch. Consider safety, ease of preparation, and variety. Evaluate the nutritive content. Compare advantages/disadvantages of brown bagging lunch and eating elsewhere.

Interview several family members in your neighborhood to learn about their food likes and dislikes. What factors influence family eating patterns? Are ethnic foods common in your community? Why or why not?

List and describe types of vegetarian diets. What considerations for nutritive value must vegetarians pay particular attention to? Give two examples of nutritious vegetarian menus.

Investigate the increasing problem of obesity among Americans. Write a report summarizing reasons for its prevalence, its implications for personal health, and possible ways to combat the problem in your family.

Read about anorexia nervosa to understand the relationship of self-image to body size and eating patterns. If possible, interview a doctor, counselor, or family member who has worked with a person with anorexia nervosa. Why is this a disease/illness that must be treated with professional help?

Plan and prepare a family meal using ethnic foods.

Watch television for an evening. Record every reference to food. What techniques are used in advertising foods? How do those in "hero" or leadership roles influence our eating habits and food choices? Or watch Saturday morning to see how children might be influenced.

Interview a grandparent to determine foods eaten, mealtimes, snacks and other food related habits when the grandparent was your age. Prepare a report.

Interview a person from another country or culture. Discover the differences in their food habits, diet, and preparation methods. Discover possible reasons for these differences.

Select a "fad diet" and determine those nutrients lacking in the diet. Describe long-term effects of using the diet.

Plan menus for your family for one week. Note how persons with special dietary problems can alter the basic menu to meet special needs.

Compile a list of nutritious snacks; include some recipes. Prepare these for a family tasting party. Discuss with family members how their favorites could be made more "available." From this discussion and tasting party, plan and carry out your plan for nutritious snacks being available at all times.

Select a typical fast food meal. Analyze this meal as to nutritional content and the nutrients lacking. Make suggestions for selecting a more nutritionally balanced fast food meal.

Survey family food storage habits at home. Recommend improved food storage habits in relation to safety and food poisoning prevention.

Conduct a survey of local food stores comparing prices of brand name, store brand, and generic products.

Select an emergency situation common to your area (flooding, snow bound, water contamination) and prepare a detailed plan for providing food and water for your family.

Select a vegetable and prepare it at least five different ways for your family.

Survey your business community for employment opportunities in foods and nutrition. Determine the training/skills necessary, salary and number of positions for each occupation.

Interview a person in your area who is self-employed in a foods or nutrition occupation. Discover the advantages and disadvantages of self-employment in this area.

Plan and prepare a family meal that can be prepared and served in one-half hour.

Analyze your own eating habits and identify reasons for your food choices. Make suggested improvments that you are willing to instigate. Keep a log to check your progress.

Select a nutritional problem your family has. Discuss the problem with your family and develop a plan for solving. Try out the plan and see if it helps.

Keep a record of food waste in your home. Determine the causes and make a plan to reduce the waste. Try out and revise the plan.

The following HOME/STEPS modules may be used as the basis for Extended Learnings with this unit:

F-1	Maintaining a Safe Kitchen
F-3	Kitchen Sanitation and Garbage Disposal
F-5	Using Recipes: Reading and Adjusting Amounts
F-6	Reading and Applying Label Information and Unit Pricing
F-7	Basic Egg Cookery
F-9	Making Salads from Fresh Fruits and Vegetables

Extended Learnings - NUTRITION AND FOODS (continued)

F-10 Simmering Vegetables and Fruits
F-14 Planning and Serving Family Meals
F-15 Selecting and Storing Foods
F-17 Cooking Pasta
F-18 Making Casseroles Using Meat, Seafood or Fowl
F-19 Using the Microwave
F-20 Using and Caring for Small Appliances
F-21 Food Preservation
F-22 Preparing Dehydrated and Steamed Vegetables and Fruits
F-23 Selecting and Storing Fresh Fruits and Vegetables
F-25 Baking Vegetables and Fruits
F-26 Broiling Vegetables and Fruits
F-28 Frying Eggs
F-29 Poaching Eggs
F-31 Making Protein Salads
F-61 Preparing Fruit and Vegetable Beverages
F-62 Preparing Milk-Based Beverages
F-63 Making Sandwiches
F-64 Cooking Popcorn
F-65 Eating for Lifetime Health
F-66 Adolescent Nutrient Needs
F-67 Nutrition for the Athlete
F-68 Weight Control

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3.12	Don't Blame Me!	n-57
3.12	How To Fight The Food Spoilers	n-58
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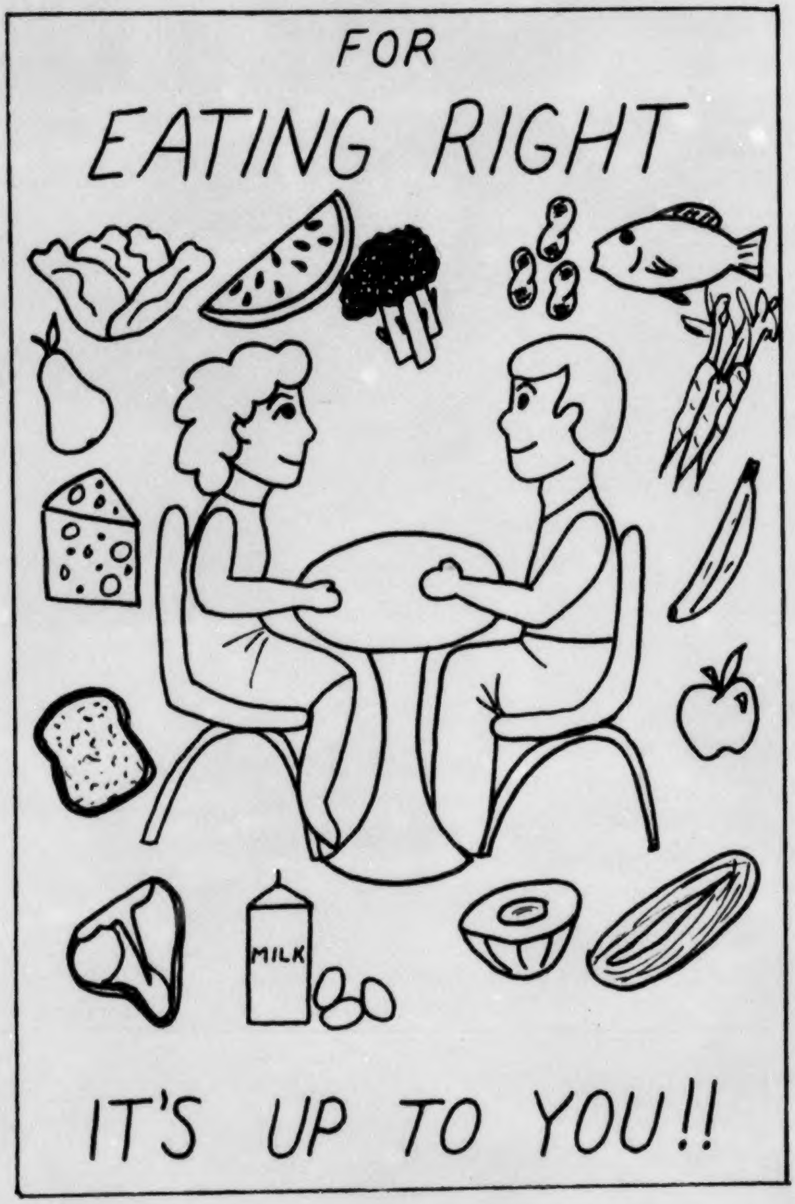
Supplement 1.11
NUTRITION AND FOODS
Responsibiltiy

STEPS TOWARD RESPONSIBILITY


FOR
EATING RIGHT
MILK
IT'S UP TO YOU!!

TEENS ON THE RUN

Case Study 1

"Goodbye, Mom," Jack yelled as he raced out the door. It was 8:15 and he had slept late--no time for breakfast today. The coach has called a special meeting of the team before first period begins. Oh well, only four hours till lunch.

Case Study 2

Jeannie looked hungrily at the doughnuts in the window as she walked home from school. She had had a good breakfast but had skipped lunch. She hoped that by doing this she could loose enough weight to fit into that blue dress for the dance Friday. Boy, was she hungry! It will be three hours till dinner. Jeannie reasoned that only two doughnuts would not wreck her diet, so she raced inside and bought the doughnuts. Later that evening when her mother had dinner ready, she didn't feel hungry so she decided to skip dinner to save calories.

Case Study 3

"Where are you eating lunch today?" Mark asked. "Where else?" was the reply from the group; "the same place we always do, Jo's Burger Shop." Mark remembered what he had been studying in foods class. He knew he really should get some fruits and vegetables at lunch time, but he really wanted to eat with the group. "OK," he said, "I will meet you there at 12:00. I guess I will have to eat a double helping of vegetables at dinner time," he thought.

Case Study 4

Today is the big day. Jack is trying out for the wrestling team. The coach has said that he should try for the weight class just below his present weight. Jack has been skipping meals all week to try to get his weight down to the right place. He has not had anything to drink for 12 hours so that the liquids will not make him seem heavier. "How long can I keep this up" he thinks.

For discussion

1. What was the reason each person made the food decision he/she did?
2. Suggest a way each person could improve eating habits without changing the things that seem important to him/her.

Supplement 1.21
NUTRITION AND FOODS
Self-Image
(worksheet)

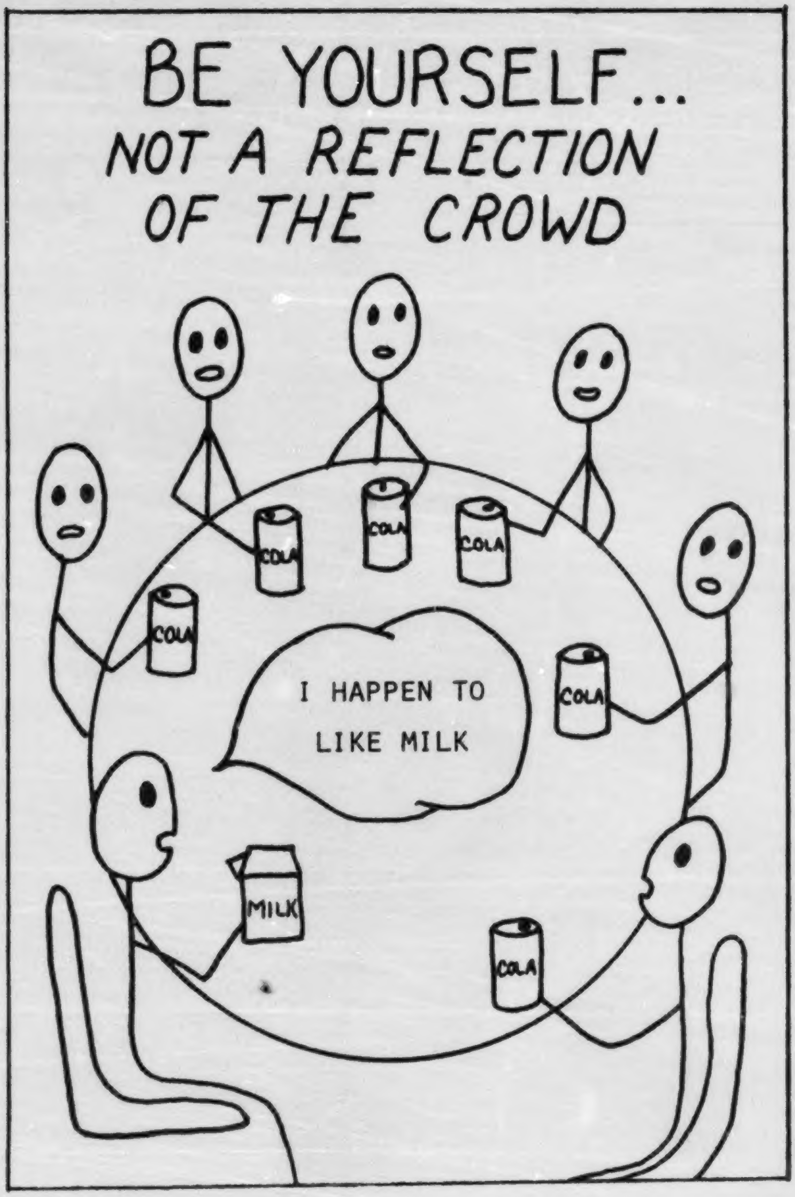
WHAT DO YOU EAT WHEN...

Directions: List in the space at the right the foods you most often associate with the activities listed.

ACTIVITIES	FOODS
Parties	
Baseball game	
Movies	
Graduation parties	
Dances	
After school snacks	
Prom	
TV watching	
Birthday parties	
After-game parties	
Lunch with friends	
Studying	

Discuss: Why do you choose these foods? Do you follow example of friends in choosing foods? Would your friends eat raw vegetables and dip instead of chips at a party? What would happen if you chose to be different in your food choices when with friends?

TAKE **STEPS** TO IMPROVE SELF-IMAGE


BE YOURSELF...
NOT A REFLECTION OF THE CROWD
COLA
COLA
COLA
COLA
COLA
COLA
I HAPPEN TO LIKE MILK
MILK

Supplement 1.22
NUTRITION AND FOODS
Self-Image
(worksheet)

WHEN AND WHY DO I EAT?

Directions: In the space at the right, check the reasons or occasion when you are likely to eat the most? the least?

REASON/ OCCASIONS	MOST	LEAST
Happy		
Sad		
Depressed		
Ill		
Angry		
In love		
Upset		
Worried		
Rushed		
Relaxed		
Tired		
Sleepy		
Starved		

REASON/ OCCASIONS	MOST	LEAST
Hot		
Cold		
Bored		
Busy		
Lonely		
Feeling rejected		
Everyone else is		
I like taste		
It smells good		
It's mealtime		
Try a new food		

Discuss: What are the likely results in terms of overeating or undereating if I continue this pattern? What can I do to change this pattern if I need to?

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Supplement 1.31
NUTRITION AND FOODS
Leadership Qualities
(melodrama)

SUPER SAM THE WONDERMAN AND DANNY DOOLITTLE

Super Sam the Wonderman

Danny Dolittle

Script

It's been said "you are what you eat". True it takes more than a nutritious diet to be on the football team, in the band, a cheerleader, a class leader, or a member of the gymnastics team, wrestling team, or baseball team, but it is a well known fact that good nutrition is the key to feeling good and looking good.

Let us look at two students: Super Sam the Wonderman and Danny Dolittle. Super Sam starts his morning with a nutritious breakfast but Dan Dolittle decides to sleep the extra 15 minutes it takes to eat and so must skip breakfast.

It's first period and today is the big chapter exam. Poor Dan is so hungry his stomach is growling and he can hardly concentrate on the exam. Sam feels good and is ready for the exam. Both finish the exam and after class class compare notes about the test. Funny, but Dan can't even remember some of the questions on the test. The morning drags on for Dan while Sam breezes through.

Lunch time: Sam gets his lunch in the cafeteria but Dan is so hungry he decides not to wait in the lunch line for 5 minutes. He gets a bag of chips from the machine instead. Lunch is busy today because one of the classes is sponsoring a track and field day.

Both Dan and Sam are in charge of the competition for their class. Dan feels so tired he just can't get into this field day event. Sam, on the other hand, feels great and he gets his team members organized. Dan can't understand why Sam is making such a big deal out of a simple class competition. He doesn't feel that the $25.00 prize money or plaque with the class name on it is any great prize. Dan is tired and really doesn't feel like doing much, especially running in the 50 yard dash he has signed up for.

After the school day has ended Dan and Sam walk home. Dan can't understand why he feels so tired. Sam is full of energy and ready to run a few miles before going home for supper. The field day was a success, but only because Sam picked up the load left by Dan who just couldn't get "into" it.

Why do you think Dan was so tired?

Can eating or not eating a nutritious diet affect your abilities as a leader? How?

Supplement 1.41
NUTRITION AND FOODS
World Influences

THE BASIC FOUR-AROUND THE WORLD

Food is culturally defined. The food we eat is affected to some extent by our nationality and family religion.

In other countries, the foods eaten to meet the Basic Four Food Pattern are different from those most common in the United States.

THE BASIC FOUR FOOD GROUPS IN GREECE

Milk Group: Yogurt and cheese for adults. Hot, sweetened milk for children.
Meat Group: Lamb, chicken, fresh fish, pork, organ meats, dried beans and peas, chick peas.
Fruits and Vegetables: Fresh vegetables and fruits, lentils, figs.
Bread and Cereals Group: White breads and dark breads made from wheat flour; noodles, macaroni and spaghetti; rice.
Bread is the main part of all meals.

Special Dishes:
Feta - white cheese made from sheep's milk
Caceri - hard, salty cheese
Brizoles - broiled lamb or pork chops
Youvarlakia - meat balls with rice served with tomato sauce
Mousaka - meat pie with fried potatoes, eggplant or squash, cheese, ground meat and tomato
Ketta Vrasti - boiled chicken
Psari schoras - broiled fish with lemon sauce
Psari plake - baked fish with tomatoes, onions and parsley
Yiachni - vegetables cooked with chopped onion and tomato sauce
Greek salad - fresh greens with cheese, olives and oil dressing
Dolmathes - ground meat and rice rolled in cabbage leaves
Pilafi - fried rice
Tyropetta - cheese pie
Tsoureki - braided coffee cake with fruit and nuts
Baklanos - thin, layered pastry with nuts, sugar and spice
Risogalo - rice custard with cinnamon

THE BASIC FOUR FOOD GROUPS IN ITALY

Milk Group: Coffee and milk (half and half)
Meat Group: Chicken, beef, veal, pork sausage, salami, proscuitto, fresh fish, anchovies, tuna, sardines, salted cod fish.
Fruits and Vegetables: Zucchini, squash, broccoli, spinach, eggplant, escarole, green beans, peppers, tomatoes, endive, chicory; fresh fruits.
Bread and Cereals Group: White, crusty loaf breads made from wheat flour; polenta, spaghetti, macaroni and noodles; rice.
Bread is an important part of the meal.

Special Dishes:
Romano - hard, grated cheese
Prosciutto - cured ham
Scaloppina di vitello - veal strips cooked in seasoned wine
Baccala' - dried, salted codfish with tomato sauce

Risotto alla Milanese - rice cooked with saffron, parmesian cheese, onions, mushrooms
Polenta - thick cornmeal mush
Pasta - spaghetti, macaroni or noodles
Basta e fagioli - bean soup
Italian Spaghetti - served with meat balls and grated cheese

THE BASIC FOUR FOOD GROUPS IN ISRAEL

Milk Group: Milk, cheese, yogurt, ice cream in "dairy meals."
Meat Group: Beef, lamb, chicken, turkey, duck, goose, eggs, dried beans, fish. (No pork or shellfish.)
Fruits and Vegetables: Fresh and canned
Bread and Cereals Group: White breads made from wheat flour, challoh, bubke, matzo, struedel, knishes, bagels; rice, noodles, spaghetti and macaroni.

Special Dishes:
Calloh - white bread shaped as a twist
Bubke - coffee cake
Matzo - flat, unleavened bread
Bagel - hard yeast roll
Blintze - rolled pancakes
Luckshen - noodles
Struedel - pastry filled with fruit and nuts
Knishes - pastry filled with ground meat
Tzimmes - carrot pudding
Borscht - beet soup with sour cream
Lox - smoked, salted salmon

THE BASIC FOUR FOOD GROUPS IN PUERTO RICO

Milk Group: Served only in coffee or cocoa.
Meat Group: Pork, chicken, dried codfish, chick peas, navy beans, red kidney beans, dried peas, eggs.
Fruits and Vegetables: Viands, breadfruit, cassava, avocado, coconut, plantain, oranges, pineapple, grapefruit, papaya, mango West Indian cherry, yellow and green vegetables, sweet potatoes.
Bread and Cereal Group: Rice is the staple, main food. Bread, noodles, spaghetti, cornmeal mush, oatmeal.

Special Dishes:
Viands - native, tropical fruits and vegetables (starchy)
Piche verde - green banana
Platano verde - green plantain
Batata blanc'a - white sweet potato
Batata amarilla - yellow sweet potato
Arroz Blanco - rice seasoned with lard
Arroz con pollo - rice with chicken
Arroz con dulce - rice, sweetened with sugar and spice
Aspoao - chicken and rice soup
Pasteles - plantain bread filled with pork

THE BASIC FOUR FOOD GROUPS IN MEXICO

Milk Group: Evaporated - for infant feeding, cheese.
Meat Group: Beef, chicken eggs, pinto beans, dried beans.
Fruits and Vegetables: Fresh and canned corn, tomatoes, chile peppers, pasole, onions, lettuce, oranges, apples, bananas, canned peaches.
Bread and Cereal Group: Corn is the basic grain used in bread or cereal; oatmeat, rice.

Special Dishes:
Chico - steamed green corn, dried on the cob
Pasole - whole grain hominy
Refried beans - reheated, cooked dried beans
Chile con carne - ground beef, dried beans, chile peppers, garlic
Masa - dough made from ground dried corn
Tortilla - thin, unleavened corn cakes
Taco - crisp shell of corn dough stuffed with dried beans or ground beef with tomatoes, chile peppers, grated cheese and lettuce
Mole poblano - turkey or chicken in a chile sauce with bitter chocolate

THE BAISC FOUR FOOD GROUPS IN CHINA

Milk Group: Limited amounts of cheese
Meat Group: Pork, chicken, lamb, duck, fish, shellfish, eggs, soybeans, snowpeas.
Fruits and Vegetables: Bean sprouts, cabbage, cucumber, squash, greens, mushrooms, sweet potatoes, melons, pineapple, other fresh fruits.
Bread and Cereal Group: Rice is eaten at all meals.

Special Dishes:
Egg roll - thin dough filled with meat and vegetables, fried in deep fat
Egg foo yung - omelet with chicken, mushrooms, scallions, celery, bean sprouts
Sweet and sour pork - pork cube cooked in sweet, sour sauce of brown sugar and vinegar
Tea - unsweetened, green tea
Chop suey - an American, not Chinese, dish

THE BASIC FOUR FOOD GROUPS IN JAPAN

Milk Group: Very limited amounts of mild and cheese.
Meat Group: Fish, shellfish, rabbit, chicken, eggs, bean curd.
Fruits and Vegetables: Seaweed, sweet potatoes, native vegetables served steamed and seasoned in soy souce; fresh frutis, radishes, bean sprouts.
Bread and Cereal Group: Rice is the staple grain; cornmeal.

Special Dishes:
Sashimi - raw fish
Tempura - batter fried shrimp
Aborakge - fried soybeans
Sukiyaki - an American dish

Supplement 1.41
NUTRITION AND FOODS
World Influences
(worksheet)

FOODS MATCH UP

Directions: Match the food at the left with the country/area at the right where it is most likely to be a native food.

FOODS

____1. Egg Foo Young

____2. Quiche Lorraine

____3. Tacos

____4. Sauerbraten

____5. Crepes

____6. Beef Teriyaki

____7. Refried beans

____8. Egg Roll

____9. Rigatoni

____10. Smorgosbord

____11. Curry

____12. Escargot'

____13. Bakkhlava

____14. Lasagna

____15. Sukiyaki

____16. Sauerkraut

____17. Stuffed grape leaves

____18. Caffe Expresso

____19. Fruit Soups

____20. Yogurt dishes

____21. Strudel

COUNTRIES

A. Italy

B. France

C. Germany

D. Japan

E. Spain

F. Scandanavia

G. China

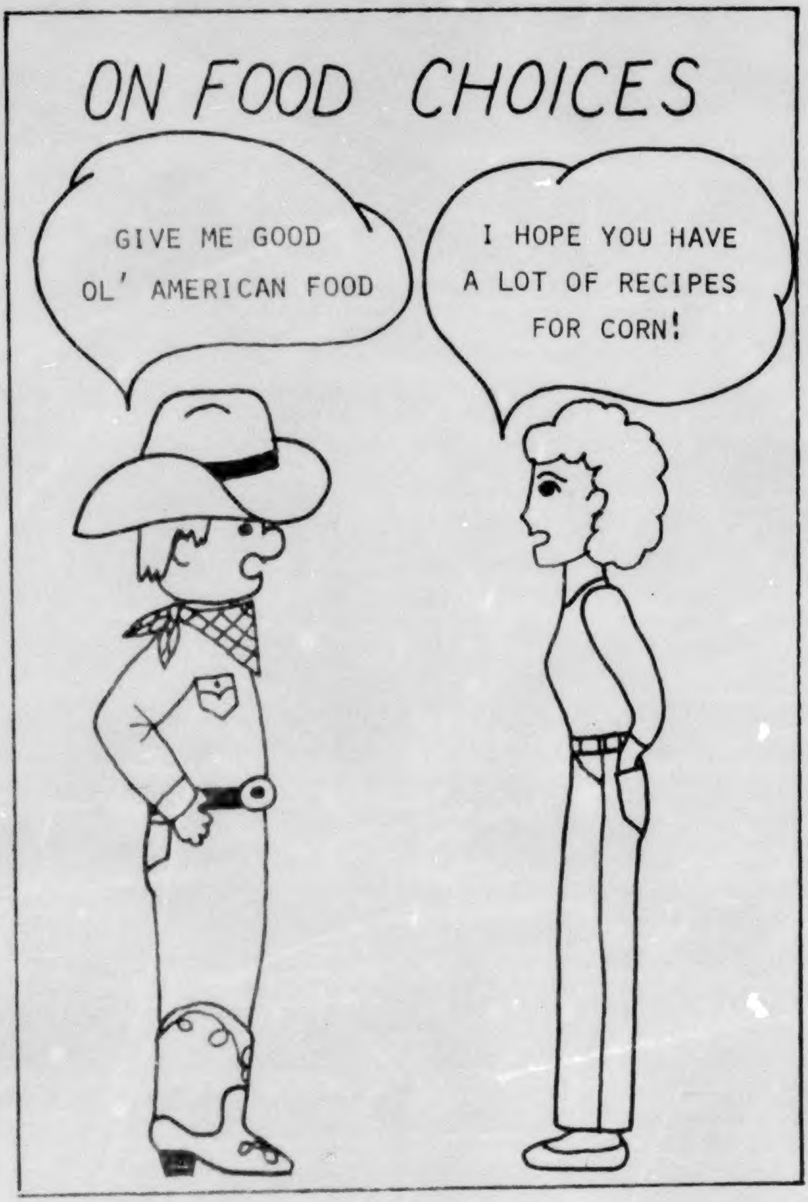
H. India

I. Greece

J. Mexico

Key: 1-G, 2-B, 3-J, 4-C, 5-B, 6-D, 7-J, 8-G, [illegible], 10-F, 11-H, 12-B, 13-C,
14-A, 15-D, 16-C, 17-I, 18-A, 19-F, 20-H, 21-C.

STEPS TO UNDERSTANDING WORLD INFLUENCES


ON FOOD CHOICES
GIVE ME GOOD OL' AMERICAN FOOD
I HOPE YOU HAVE A LOT OF RECIPES FOR CORN!

Supplement 1.42
NUTRITION AND FOODS
World Influences

TEAM WORK IN THE FOODS LAB

How responsible are you in the foods laboratory? Responsibility is shown in many ways in the foods lab as well as elsewhere. Check your actions to find out how you rate.

Do You.......	ALWAYS	USUALLY	SELDOM
1. make it a point to have your recipes, plan, apron, etc. ready when needed?			
2. start work promptly and keep your mind on what you are doing			
3. learn to use equipment properly and safely?			
4. watch demonstrations and check directions carefully?			
5. put department supplies and equipment back where they belong so someone else can find them?			
6. follow safety and sanitation procedures faithfully?			
7. adjust plans and pick up extra duties if a member of your group is absent?			
8. explain or show students who need help what is to be done?			
9. measure and follow directions carefully?			
10. treat the lab equipment and supplies as if you had worked to pay for them?			
11. do a "little extra" in getting the lab straightened up before you leave?			
12. accept the "blame" for things you do wrong without trying to say it was someone else's fault?			

Give yourself 3 points for each check in the first column.
Give yourself 2 points for each check in the second column.
Give yourself 1 point for each check in the third column.
Total your points and check below. Note areas in which you can improve your responsibility score.

30-36 points	-	Responsible Ron/Rhonda
18-29 points	-	Sometimes Sal/Sam
12-17 points	-	Thoughtless Tom/Tammie

ARE YOU MORE LIKE ....?

Directions for teacher: Using pictures of the following food items, give students a choice between two foods. If the student selects the first food, have him/her stand; if he/she selects the second have him/her remain seated. (other ways may be used - move to left right side of the room, write on paper the food selected and report after all are done, etc.) Other pictures can also be used in this activity. Discuss as a class the reasons foods were selected. It is important that students are telling which food they are more like not which food they prefer or like.

Are you more like.........

-- a stalk of celery or a tomato

-- a hard pretzel or a soft pretzel

-- an apple or a pineapple

-- a lasagne noodle or a spaghetti noodle

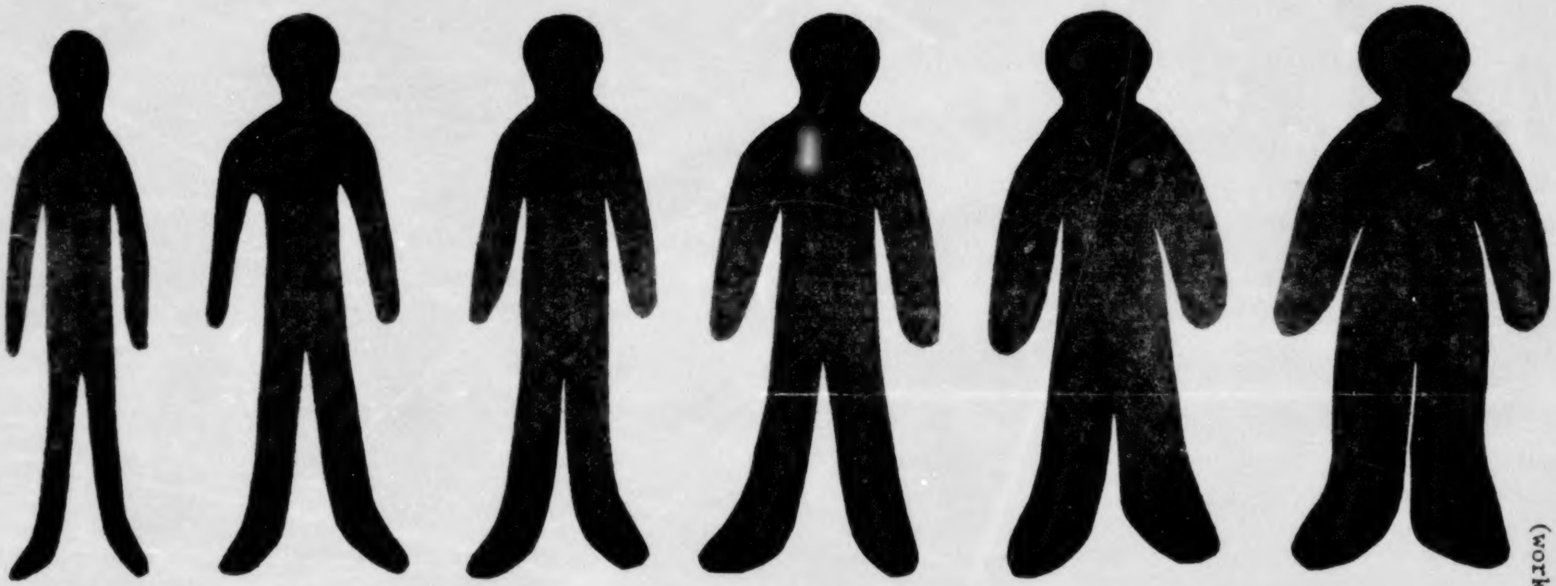
-- a carrot or a pumpkin

-- a cow or a lamb

-- a string bean or a green pepper

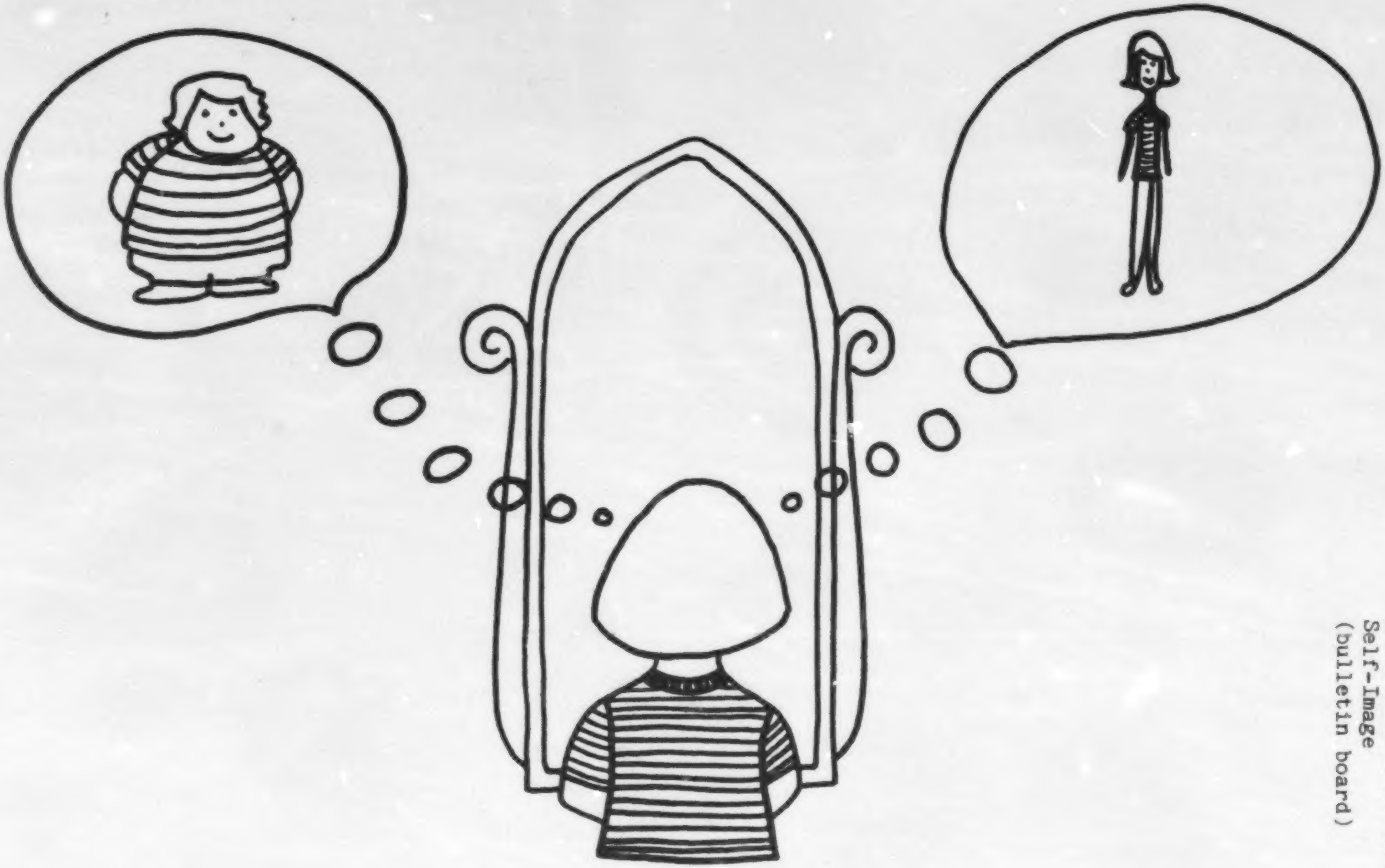
-- an apple or a piece of cake

SILLOUETTES



Supplement 1.51
NUTRITION AND FOODS
Self-Image
(worksheet)

REFLECTIONS OF "SELF"



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Supplement 1.51
NUTRITION AND FOODS
Self-Image
(bulletin board)

Supplement 1.51
NUTRITION AND FOODS
Self-Image
(case studies)

REAL PEOPLE

Pudge

Pudge (Mary Lynn) was a plump and cuddly baby. She was plump as a child until she was about 11. Then she suddenly began getting taller. Today at 14 she is taller than her mother and no longer plump. Even so, her long-time nickname of Pudge is what she is always called. She is considering going on a diet to lose weight because she thinks maybe she is still too heavy. Her new friend, Jane, who has recently moved to town, tells her she is OK the size she is. Pudge insists she has to do something because she feels too fat.

Runt

Jim is the baby in his family. He was a little small for his age as he was growing up. He looked very small compared to his brothers and sisters. At an early age, his family began calling him Runt. He was smaller than his classmates in school. Now he is still shorter than the other boys in the 10th grade. What is worse, he is shorter than some of the girls. One day his older brother caught him doing pull-up exercises and started kidding him about trying to grow taller. When Sam saw Jim was really worried, he told him that he hadn't started his growth spurt until he was almost 17. He then grew five inches in one year. Jim doubtfully looked in the mirror and thought he would have to start growing soon. He had just had his 16th birthday.

Jane

Jane was always tall for her age, but also quite thin. The doctor said she was healthy enough when Jane's mother got worried. Jane's dad didn't worry. In fact, he made things worse by calling Jane his little beanpole. Now in the 10th grade, Jane is still a bit thin but has gained a few pounds in the last couple of years. She still feels she is too tall and thin, especially since only two boys in the class are as tall as she.

Connie

Connie has always been average in size. Now she is in the 10th grade and wants to be a majorette. After the tryouts, the sponsor tells her she could be a majorette if she loses 10 pounds and three inches from her waist. Connie studies herself in the mirror that night and ponders the situation. She wants to be a majorette but doesn't want to lose that much weight. Her mother tells her to forget it. Her stamina will be lower and she won't be able to do all that marching. Connie thinks she might lose a couple of inches from the waistline if she starts exercising, but, she decides to herself that she just isn't fat enough to want to lost 10 pounds.

Alex

Alex grew tall fast when he got to be 12 years old. Today at 15 he is over 6 feet tall but very thin. Furthermore, he can't walk across the room without falling over his own feet. He always wanted to be tall, but not this thin along with it. The coach fusses at him because he is always dropping the ball. His feet look like barges to Alex. All in all, he wishes he hadn't grown so fast in height.

Bob

Bob just graduated from high school and is over 6 feet tall and weighs 195 pounds. He has a summer job in a nearby town. His boss asks him what position he played on the football team in school. Bob grins sheepishly and replies that he was too small for football. His boss thinks he was kidding, but he isn't. Bob didn't start really growing until last summer. By that time it was too late to get very far with football. His father has tried to make him feel better by telling him that he started growing late. Bob admits that he started growing late also but still feels smaller than the other fellows. He started to school early so was always a little younger than his classmates. That also meant a little smaller. Fred is still his best friend. Bob remembers that Fred defended him from bigger boys many times as they were growing up.

Susie

Susie is now 15 and has been dieting for six months. Her mother fusses at her for not eating more. Susie says she is too fat, so just picks at her food. Actually, Susie still weighs the same as she did four years ago even though she is now several inches taller. Her mother is disgusted that Susie says she is too fat. She threatens to burn the fashion magazines Susie is always reading. As it is, Susie has very poor resistance and catches a cold everytime anyone sneezes.

Jerri

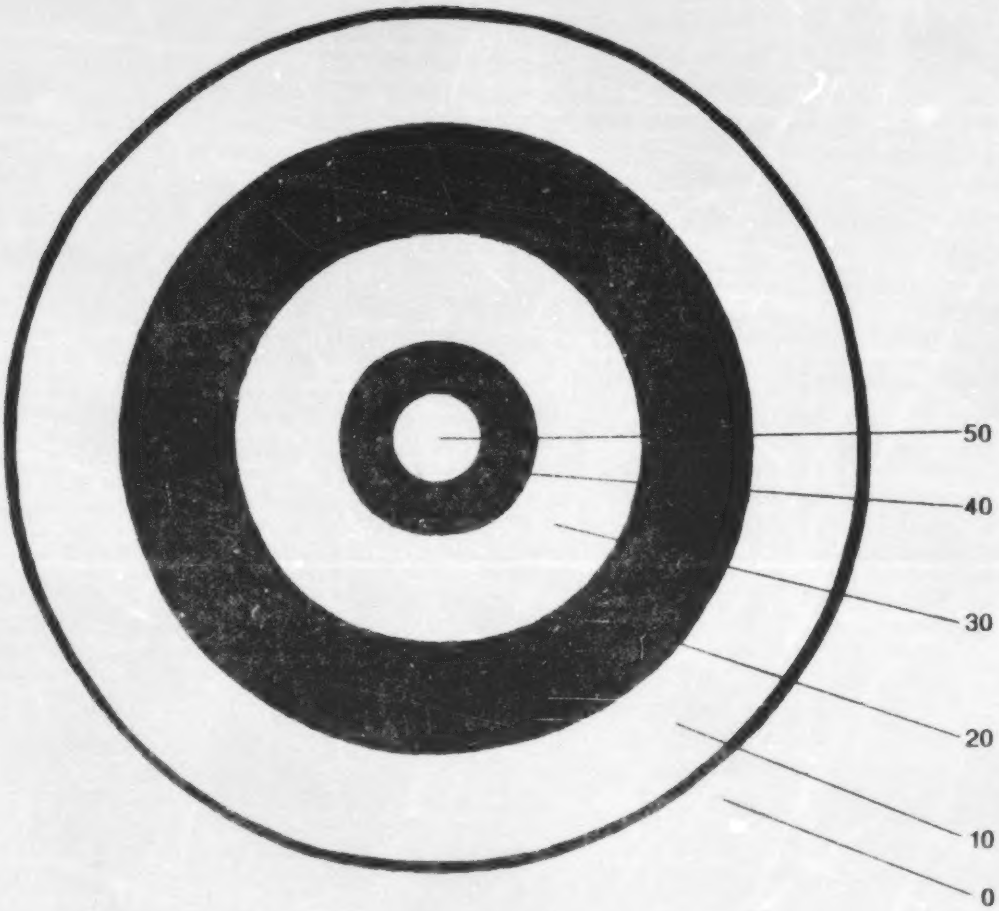
Jerri is in the 9th grade and has always been called a tomboy. Now she has gotten interested in the boys for new reasons and wishes they didn't think of her as just one of the gang. As she looks in the mirror wearing a new party dress, she thinks she has as much shape as her brother. She yearns to look a bit more like Dolly Parton.

Karen

Karen has always been dainty and feminine. She was tiny and loved frills as a little girl. Today at 16 she is really a healthy, strapping girl. She has gotten very upset in the store where she is looking for a new outfit. The clerk has just suggested a larger size would be better for her. Karen says she will try another brand. The brand she tried on always runs small and she just can't face getting a larger size.

Supplement 1.52
NUTRITION AND FOODS
Self-Image
(game)

ON TARGET



Directions: Students will make up 4 related questions from reading in the activity. Divide the class into teams. Have the teams take turns answering the questions. For correct answers, place a marker on the bullseye and give the team 50 points. For "close" answers place the marker between the bullseye and the edge and give a varying number of points depending on the difficulty of the question and the quality of the answer. For "way off" answers, place the marker outside the target and give no points. The team with the most points wins. Teacher could award extra points or a piece of fruit, etc., as reward to winners.

Supplement 1.52
NUTRITION AND FOODS
Self-Image

MUST I LIVE IN THIS BODY?

Directions: Identify the factors affecting each persons size in the following case studies. Determine which ones can be controlled and how.

1. Miriam's parents are both big boned and taller than average. Her mom is 5 feet 9 inches and her dad is 6 feet 4 inches. Miriam is in 10th grade and is already 5 feet 9 inches. Her weight is 160 pounds.

2. Elete craves soda pop, potato chips, cupcakes, and tacos. Both her parents work the afternoon shift so Elete eats out almost every night for dinner. She is 5 feet 6 inches and weighs about 195 pounds. Often, all she will do is watch TV for hours, eating snacks and TV dinners. Elete rarely exercises or gets involved with other activities.

3. Anthony's mom is the best Italian cook in town. Al least five days a week, Anthony's mother prepares a delicious pasta dish. He is 14 years old, and mamma says, "Eat Anthony, you grow big and strong like papa. Anthony has been overweight from age one and his mother thinks he will outgrow his baby fat.

4. Dwayne is a thin, frail, 13 year old. He seems to worry about all the problems of the world. Because he is so tense and troubled, he often cannot eat or keep his food down. At least two days a week he eats nothing at all.

5. In hopes of going to the Olympic Games, Perry ernestly works out seven to ten hours a day. He is so driven to succeed that he often misses meals but feels that staying in shape is more important. He has been looking poorly, weighing only 110 pounds for his medium frame and 5 foot 6 inch stature. He is exhausted most of the day but continues to practice.

6. Bonnie is bored with her life. Aside from occasional babysitting, her life is pretty dull. Already she is 220 pounds, but continues to watch TV when not in school and surrounds herself with snacks and romance novels.

7. When little Ricky was growing up, everytime he cried, his mother handed him a cookie. This always made him feel better and stopped him from crying. Ricky is 13 years old and his mother still suggests food to him when he is distressed. He presently is well over his weight for 5 feet 5 inches with a medium build.

8. Shari is very active in sports programs all seasons during the school year. During the summer she is very mucy involved with softball. Shari is food conscious but finds it difficult to eat properly or routinely. Breakfast is usually no problem, but sometimes she can hardly wait to eat lunch since she is scheduled for the 1:00 lunch hour. After lunch she practices or has a game and gets home after 8:00 pm and eats dinner. Sometimes she is too tired to even eat then. She is 5 feet 4 inches and weighs 100 pounds.

9. When Robbin was born, she had tc stay in the hospital a few weeks or longer in hopes of bringing up her weight. Eventually, she gained weight, but over the years her weight has remained a concern to her parents. Robbin would eat often, and as a teenager, was able to enjoy high calorie, fattening foods but nothing seemed to improve her weight. She is 5 feet 2 inches, and weighs 90 pounds. Recently, a yearly check-up revealed an over active thyroid condition, which was correctable with proper medication.

10. Jake is 6 feet 2 inches tall and wonders how he could be so tall when both his parents and grandparents on both sides of the family are considerably shorter. His brother and two sisters are not nearly as tall as Jake.

Supplement 1.53
NUTRITION AND FOODS
Self-Image
(display)

ENERGY TO BURN

Directions: View a display of pictures of servings of the following snack foods. Put a check beside the ones you think are the highest in calories.

Discuss: Which would I choose if I want to gain weight?
Which would I choose if I need to lose weight?
Which are high in nutrients and still low in calories?
Which are high both in calories and nutrients?

popcorn with butter

raw carrot

celery stick

potato chips

peanuts

popcorn without butter

cooked carrots with butter

celery with peanut butter or cream cheese

raw apple

raw cauliflower

apple pie

chocolate bar

milk shake

glass of milk

cola

cereal

Note to teacher: Foods high in calories can be pointed out vs. foods low in calories. The point of a nutritious snack vs. a non-nutritious snack is important when counting calories for weight gain or loss. Sometimes a nutritious food may be high in calories. Then the choice is between a nutritious food that does not contain excess calories and that does.

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PAR COURSE

Set up a par course somewhere on the school grounds, in the gym, or other suitable place. At designated places along a route put up signs which tell what activity is to be done at that spot. Use the suggestions below or make up some of your own. Assign students to begin at different places along the route, but to continue around the course until all activities have been completed. Students will rotate among the activities. Note: the teacher may need to announce the activity a day ahead so that students can dress appropriately.

Suggested Activities

Do 10 jumping jacks

Do 12 neck rolls

Run in place 2 minutes

Bend over and touch your toes 15 times.

Do 15 sit ups

Do 15 windmills

Do 10 leg kicks

Hop on one foot one minute; change legs and hop one minute more.

Do 10 push ups

Do 5 broad jumps

Do 5 sit-ups

Discuss the following questions.

1. Which activities used the most calories?
2. Which things could I include in my daily routine to burn up more calories?
3. What other activities could I do to burn calories if I need to?

TO DIET OR NOT TO DIET

Skit

The scene opens in the hallway of the Senior High School. Sally hurriedly approaches the other girls standing near the candy machine.

Sally: Have I got something here! I was just reading this magazine in the library and found this fabulous diet that promises that you will lose up to 14 pounds in 14 days.

Marsha: Do you think you need to lose weight?

Sally: I sure do. I'm not going to the prom if I can't lose enough weight to fit into that dress in Anderson's window.

Janet: What's the diet like ?

Sally: Well, you eat only grapefruit and eggs for 14 days and they promise you a fabulous new figure. You can't lose.

Art: (Just joining the group) What is all the excitment about?

Marsha: Sally has found a new diet which guarantees that she could lose at least 14 pounds. She wants to try it.

Art: Let me see that. (He looks over the article.) Sally, is I were you I would do some looking into this before I tried it. We are just starting a lesson on fad diets in Home Ec class. I remember hearing Mrs. Smith say that most of the so called reducing diets were actually injurious to your health. She said, too that there are several different kinds and each had special characteristics and special dangers. I would talk to her before I started eating grapefruit and eggs. GRRRROSS!

Sally: You may be right. My mother would probably make me have proof that a diet is safe too. She really heckles me about what I eat.

The scene changes to the classroom where Mrs. Smith is arranging some materials on a table.

Sally: Mrs. Smith, Art tells me that you are studying fad diets in your class. Could you tell me if this is a fad diet and whether it would help me lost weight before the prom? (Mrs. Smith looks at the magazine.)

Mrs. Smith: Yes, Sally, this is a fad diet and it would probably result in weight loss for a short period of time. It falls into the category of low carbohydrate, low fat diets. It might cause you to lose a few pounds simply because you are limiting energy intake, but there are some very serious health hazards connected with not getting enough carbohydrates and other nutrients missing from this diet.

Sally: What kind of health hazards?

Mrs. Smith: Well, you won't be able to stay on the diet very long because it has so few foods it gets very dull. More seriously, though, such problems as dehydration, kidney problems, irregular heart beat, ketosis, and others can result.

Sally: But couldn't I just try it for a few days and if I don't get sick it would be all right?

Mrs. Smith: The vitamin, mineral, and protein deficiencies in your body would not necessarily make you feel ill within a few days, but the dangers are there inside you.

Sally: Well, what do you recommend?

Mrs. Smith: Could you come in on your study period? I have several articles and some suggestions I would like to discuss with you.

Sally: Yes, I will come, but I don't see any hope of losing without a diet.

Mrs. Smith: Yes, I believe you can if you really want to and you and your doctor decide that you need to. You come see me and I will show you how.

Discussion Questions

1. What do you think is the answer that Mrs. Smith has for Sally?
2. Name some other fad diets you have read about.
3. In what foods are they high or low and what dangers do they present?

(chart)

FAD DIET FANTASIES

Directions: Complete the chart below using the information you have found about fad diets. We have listed a few types of diets. Complete the chart by adding others you learn about.

Type of Diet	Nutritional Deficiencies	Advantages	Long Term Results
Grapefruit diet			
Fasting			
High protein diet			
Low-carbohydrate diet			

RECOMMENDED DAILY DIETARY ALLOWANCES (RDA)[1]

(Designed for the maintenance of good nutrition of practically all healthy persons in the United States.)

Persons							Food energy	Protein	Minerals			Vitamin A	Thiamin	Riboflavin	Niacin	Ascorbic acid
Sex-age category	Age		Weight		Height				Calcium	Phosphorus	Iron					
	Years From	*To*	*Kilograms*	*Pounds*	*Centimeters*	*Inches*	*Calories*	*Grams*	*Milligrams*	*Milligrams*	*Milligrams*	*International units*	*Milligrams*	*Milligrams*	*Milligrams*	*Milligrams*
Infants	0	0.5	6	13	60	24	kg × 115 lb × 52.3	kg × 2.2 lb × 1.0	360	240	10	1,400	0.3	0.4	6	35
	0.5	1	9	20	71	28	kg × 105 lb × 47.7	kg × 2.0 lb × 0.9	540	360	15	2,000	.5	.6	8	35
Children	1	3	13	29	90	35	1,300	23	800	800	15	2,000	.7	.8	9	45
	4	6	20	44	112	44	1,700	30	800	800	10	2,500	.9	1.0	11	45
	7	10	28	62	132	52	2,400	34	800	800	10	3,300	1.2	1.4	16	45
Males	11	14	45	99	157	62	2,700	45	1,200	1,200	18	5,000	1.4	1.6	18	50
	15	18	66	145	176	69	2,800	56	1,200	1,200	18	5,000	1.4	1.7	18	60
	19	22	70	154	177	70	2,900	56	800	800	10	5,000	1.5	1.7	19	60
	23	50	70	154	178	70	2,700	56	800	800	10	5,000	1.4	1.6	18	60
	51+		70	154	178	70	[2]2,400	56	800	800	10	5,000	1.2	1.4	16	60
Females	11	14	46	101	157	62	2,200	46	1,200	1,200	18	4,000	1.1	1.3	15	50
	15	18	55	120	163	64	2,100	46	1,200	1,200	18	4,000	1.1	1.3	14	60
	19	22	55	120	163	64	2,100	44	800	800	18	4,000	1.1	1.3	14	60
	23	50	55	120	163	64	2,000	44	800	800	18	4,000	1.0	1.2	13	60
	51+		55	120	163	64	[2]1,800	44	800	800	10	4,000	1.0	1.2	13	60
Pregnant							+300	+30	+400	+400	[3]18+	+1,000	+.4	+.3	+2	+20
Lactating							+500	+20	+400	+400	18	+2,000	+.5	+.5	+5	+40

[1] Source: Adapted from Recommended Dietary Allowances, 9th ed., 1980, 185 pp. Washington, D.C. 20418. National Academy of Sciences—National Research Council. Also available in libraries. This publication tabulates the RDA for selected nutrients, discusses the basic for all the RDA, and reviews current knowledge of the dietary needs for other nutrients.

[2] After age 75 years, energy requirement is 2,050 calories for males and 1,600 calories for females.

[3] The increased requirement cannot be met by ordinary diets; therefore, the use of supplemental iron is recommended.

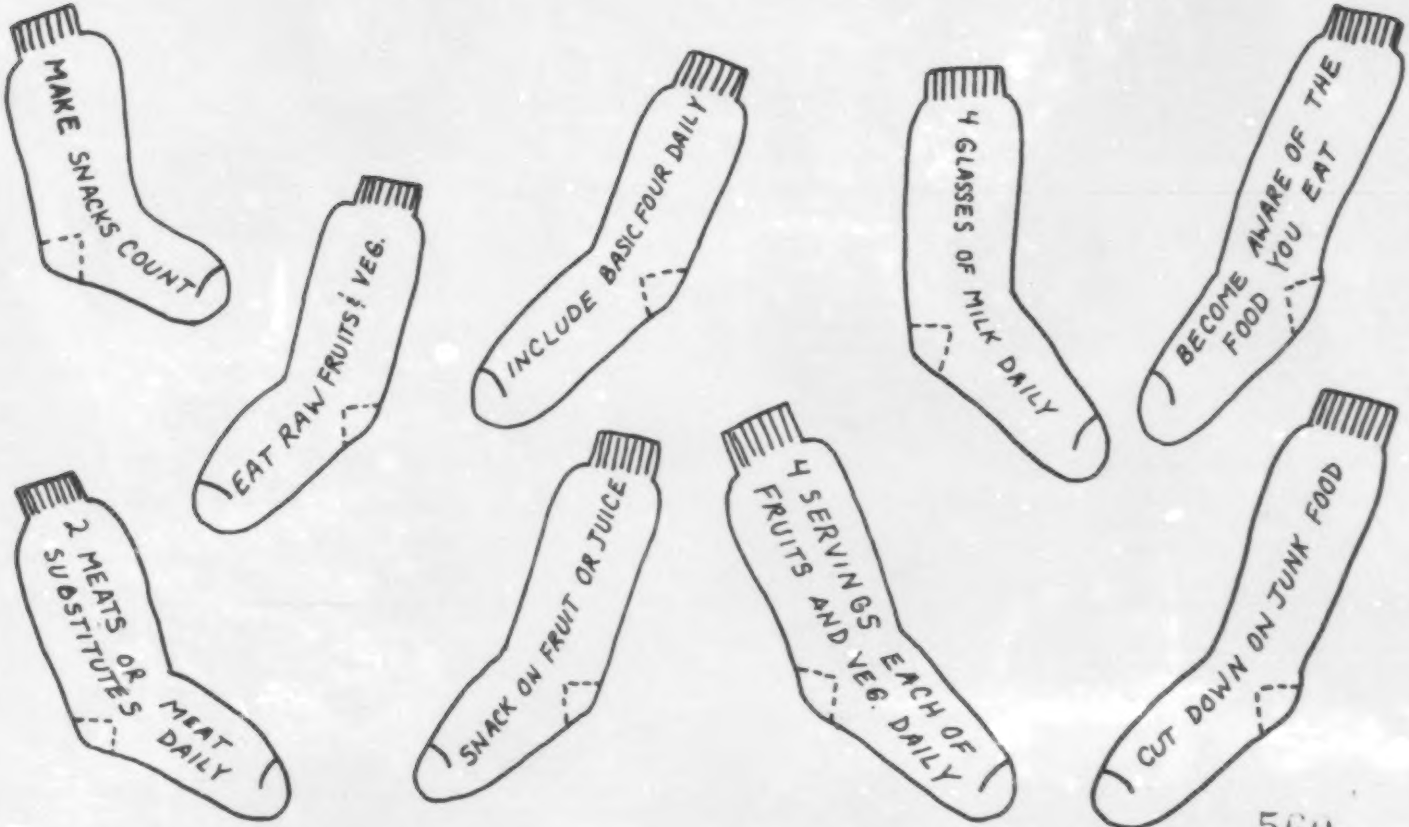
NOTE—The Recommended Daily Dietary Allowances (RDA) should not be confused with the U.S. Recommended Daily Allowances (U.S. RDA). The RDA are amounts of nutrients recommended by the Food and Nutrition Board of the National Research Council and are considered adequate for maintenance of good nutrition in healthy persons in the United States. The allowances are revised from time to time in accordance with newer knowledge of nutritional needs.

The U.S. RDA are the amounts of proteins, vitamins, and minerals established by the Food and Drug Administration as standards for nutrition labeling. These allowances were derived from the RDA set by the Food and Nutrition Board. The U.S. RDA for most nutrients approximates the highest RDA of the sex-age categories in this table, excluding the allowances for pregnant and lactating females. Therefore, a diet that furnishes the U.S. RDA for a nutrient will furnish the RDA for most people and more than the RDA for many. U.S. RDA are protein, 45 grams (eggs, fish, meat, milk, poultry), 65 grams (other foods); vitamin A, 5,000 International Units; thiamin, 1.5 milligrams; riboflavin, 1.7 milligrams; niacin, 20 milligrams; ascorbic acid, 60 milligrams; calcium, 1 gram; phosphorus, 1 gram; iron, 18 milligrams. For additional information on U.S. RDA, see the "Federal Register," vol. 38, no. 49 (March 14, 1973), pp. 6959-6960, and Agriculture Information Bulletin 382, "Nutritional Labeling—Tools for Its Use."

(use team name)

SOCK IT TO 'EM DEVILS

WITH GOOD FOOD HABITS


MAKE SNACKS COUNT
EAT RAW FRUITS & VEG.
INCLUDE BASIC FOUR DAILY
4 GLASSES OF MILK DAILY
BECOME AWARE OF THE FOOD YOU EAT
2 MEATS OR MEAT SUBSTITUTES DAILY
SNACK ON FRUIT OR JUICE
4 SERVINGS EACH OF FRUITS AND VEG. DAILY
CUT DOWN ON JUNK FOOD

WHAT PRICE VICTORY?

1. Tom is one of the starting five for his school's basketball team. One day he collapsed during his last class. Someone called his mother so he went home and went to bed. He knew he couldn't go to practice that day. He felt a little better the next day after some rest, but he passed out again a couple of days later.

   That time his mother rushed him to the family doctor. After having some tests made and talking with Tom, the doctor said the main thing wrong was that Tom wasn't eating anything buy a candy bar or so and a few cokes during the day. When asked how that happened, Tom said he had just been too busy to eat. He carried a full schedule at school, had games often besides daily practice, and then he had to do a few other things.

2. In the ninth grade, Leaf tried out for the varsity wrestling team. He was a naturally muscular boy for his small frame and haden't started his growth spurt at the time so it was not necessary for him to cut weight. That first year he became a junior varsity starter and began lifting weights over the summer months and off-season.

   The following year, Leaf looked like a different person. He was well into his growth spurt and his lifting weights had built him up considerably. That year he made the varsity team as a sophomore. The coach wanted him to cut weight because the team needed good wrestlers in the lower weight classes (there were already too many good wrestlers in the upper weights).

   Leaf began cutting weight by first cutting out junk food, but he wasn't losing weight fast enough. He then cut his food intake to one sparce meal a day. His weight in the beginning of this diet dropped rapidly but it became more difficult to lose as the weeks went by. He resorted to rubber suits during practice (and sometimes while sleeping), throwing up food, and spitting to get rid of any extra body fluids which would appear as "extra" pounds when on the scale.

   By this time the season had started and Leaf was tired most of the time. His perserverance and competitive attitude enabled him to continue wrestling and be successful as he had not lost a bout until half-way through the season. After that first loss and much self-evaluation, Leaf realized he lost because he was tired--not because the other wrestler was better than him. It was down-hill for Leaf from that point on. He won only one more bout after that.

3. Avery loved to play baseball and softball. During the school year she played on the varsity softball team and during the summer played Little League Baseball. Her speed, agility, and small frame were deceiving to most at first, but in her sophomore year proved her worth as one of the best athletes in the school and her community.

During that "big" year, Avery had gone through many physical changes. She had begun menstruating and experienced a blouting feeling, cramps, and a feeling of tiredness for about a week prior to her period. With little time to eat a variety of foods and balanced meals, Avery began to get extremely fatigued near the end of the season. She went into a batting slump and thought it was just "burn-out" from playing so often.

Avery's parents were wise enough to realize her changes in behavior, attitude, and physical abilities, so they took her to the family physician. After taking blood samples and a urinalysis, the doctor concluded that Avery was in good health except for an iron deficiency. She explained to Avery that most teenage girls (and many boys) need to take iron supplements especially after they begin menstruating. She explained further that iron is not absorbed in large quantities but that eating iron rich foods such as eggs, meats, and dried fruits with another food high in vitamin C (such as orange juice), would enhance the absorption of iron. The doctor mentioned to Avery that her batting slump may have been due to her iron deficiency, also.

Avery felt much better after talking with the doctor. She continued taking iron supplements everyday and began to feel full of "energy to spare" after several months.

Supplement 1.64
NUTRITION AND FOODS
Responsibility
(case study)

A TEENAGE PREGNANCY

Elaine, age 15, has just learned that she is 3 months pregnant. She visits an obstetrician who does not mention weight gain. Elaine is sure that she must not gain weight because she certainly does not want to be fat after the baby is born. She just can't imagine how she will stand herself until the baby comes, she looks so fat as she stands in front of the mirror.

The doctor told Elaine that she is rather young to be having a baby, but Elaine's grandmother says that she had 2 kids by the time she was 17 and she was just fine. Elaine's mother told her to forget about taking care of her teeth, because having a baby means that your teeth will decay and fall out. You know the old saying, "for every child, a tooth." Elaine likes milk, so she decides to drink plenty of milk to make sure this doesn't happen. She sure doesn't want to look ugly because she lost all of her teeth. She really likes those yummy candy bars, and Pepsi. No matter what she will continue to eat these. She decides she will just have to leave something else off to keep from getting fat. Maybe she will just eat one meal a day. Then she will make sure she eats some meat and bread. Elaine is determined whe will stay away from alcohol and smoking. She knows these are not good for the unborn baby.

What are good aspects and poor aspects of Elaine's plans during pregnancy? Why?

WHAT NOW, DOCTOR?

DOCTOR: Laura, I would like to confirm your suspicions that you are pregnant. I know that many teenage girls who become pregnant have many questions. I would like to answer your questions. Can you think of anything you would like to ask?

LAURA: I want to have a healthy baby, but I am afraid of becoming fat. How can I avoid becoming fat?

DOCTOR: The weight gain during pregnancy is not just fat, Laura. You should gradually gain between 25 and 30 pounds.

LAURA: But a baby doesn't weigh that much.

DOCTOR: Even though an average baby weighs 7½ pounds, the placenta weighs 1 pound, the increase in the mother's blood volume to supply the placenta is 4 pounds, the increase in the uterus and muscles is 2½ pounds, the amniotic fluid weighs 2 pounds, the increase in breast tissue is 3 pounds and the mother's fat stores (normal during pregnancy) is 4 pounds. As you can see, Laura, your baby needs this to be healthy.

LAURA: Well, if it's okay to gain that much weight, I will be able to eat my favorite candy and Pepsi. My friends had me believing I would have to starve.

DOCTOR: Even though we expect you to gain weight, you should eat a healthy, balanced diet to have a healthy baby. Your weight gain should be gradual and should include 4 cups of milk for the baby's bones and yours, and 2 quarts of other liquid daily. You may want to exclude Pepsi because it is an empty calorie food and contains caffeine. Diet drinks contain caffeine and saccharin and a link has been cited in animal experiments with cancer in the animal offspring. You will want to drink water and juice and especially citrus juice for the vitamin C.

LAURA: Will liquids be the only thing I have to watch?

DOCTOR: I will give you a written diet and it includes 6 ounces of protein daily from meat or other sources, 2 vegetables daily (one should be dark green or deep yellow), 2 fruits daily, and 4 or 5 servings of cereal and bread products (preferably whole grain or enriched).

LAURA: If I did not watch my diet, could I have any other problems?

DOCTOR: Some problems teenagers face are low birth weight babies, premature babies, and difficult labor and delivery. These problems decrease the baby's chance of survival or cause health problems. Teenagers have a greater risk of developing a condition we call toxemia.

This condition involves high blood pressure and kidney problems. This is preventable by good nutrition prior to and during pregnancy. It is caused by a lack of protein and/or salt. You should be sure you have adequate amounts of these in your diet.

LAURA: But my grandmother said I should not eat salt because it would cause me to build up water.

DOCTOR: Salt is not the culprit here, so be sure you have an adequate amount.

LAURA: I really want a healthy baby so I will follow your diet.

DOCTOR: For a healthy baby you should also avoid drugs, even over-the-counter medicine, such as aspirin or laxatives. Smoking limits blood supply to the baby and therefore, delivery of nutrients. Alcohol is dangerous because of fetal alcohol syndrome. Research indicates that even small amounts of alcohol may have an effect on your baby. In some cases, severe retardation may result.

LAURA: I did not realize that almost anything I put in my mouth can affect the baby.

DOCTOR: I do not wish to scare you Laura, but a few precautions can avoid future problems. You are still growing and so is your baby. I want two healthy patients.

LAURA: I have felt a little sick in the morning. If so many things would harm my baby, is there anything I can do for this.

DOCTOR: Pregnant women often show low levels of vitamin B_6, especially teenagers. The baby has a high demand for B_6 in the early stages of pregnancy. Often I prescribe B_6 for nausea and vomiting. If you will follow my advice, you and your baby should be fine.

LAURA: Thank you, doctor.

Supplement 1.65
NUTRITION AND FOODS
Responsibility
(game)

NUTRITION CHUTES AND LADDERS

Directions: Enlarge the game board on the next page and print the statements below on the squares indicated by the numbers.

Rules:

1. Each player chooses a different colored playing piece. These may be colored pieces of paper, buttons, etc.

2. Throw the die to see who goes first. The player throwing the highest number gets to go first.

3. Place all playing pieces on square number one. Taking turns, each player throws the die (one) and moves the number of spaces indicated. Play moves to the left.

4. If you land on a ladder, move to the top of the ladder.

5. If you land on a slide, move to the bottom of the slide. Ladders lead up. Slides lead down.

6. Two or more players may land on the same square at the same time.

7. You may reach square number 88 only be an exact throw of the die.

8. The first player to reach square 88 wins.

Captions for Game Board:

3 - You grabbed an apple for snack

10 - You ate your vegetables

16 - You tried a new food

25 - You don't have time to eat

30 - You don't like new foods

35 - You ordered milk,friends ordered soft drink.

53 - You ate in the school lunchroom

64 - You say "I'm allergic to fruits and vegetables"

66 - You ordered a salad instead of fries

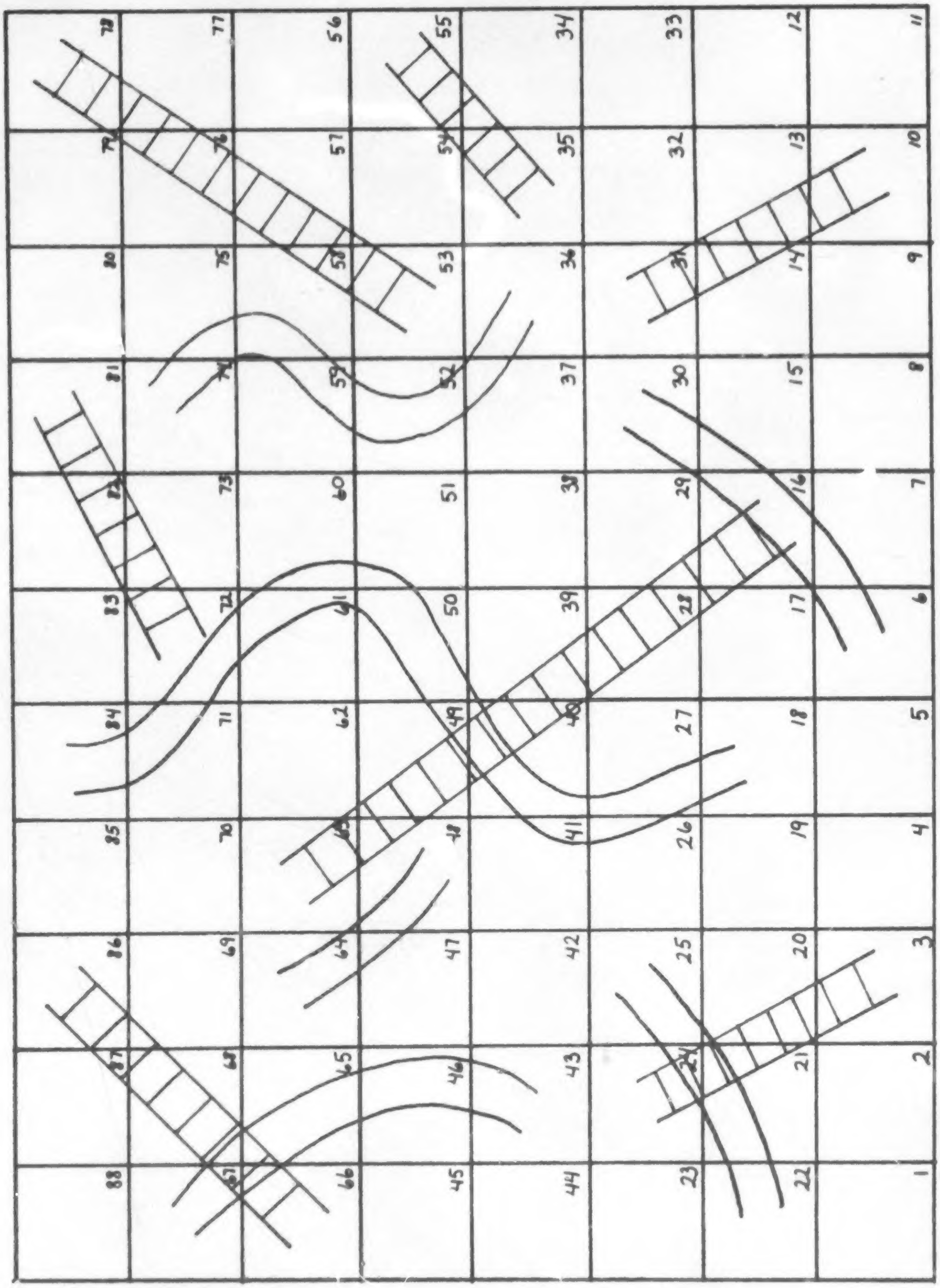
67 - You think nutritious food is too expensive

72 - You read a book on nutrition for your sport

74 - No one fixes your meals so you don't eat right

84 - You refuse to eat because you think it is fattening

Supplement 1.65 - NUTRITION AND FOODS
Nutrition Chutes and Ladders
Page 3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Supplement 1.72
NUTRITION AND FOODS
Coping/Surviving
(worksheet)

FAST FOOD FATTIES

Directions: Complete the chart below and be prepared for class discussion.

Food	Calories	Cost	Alternatives
Arby's Roast Beef			
Burger King "Whopper"			
Kentucky Fried Chicken 3 piece dinner			
Dairy Queen Banana Split			
Dunkin' Donut - 2			
McDonald's Big Mac			
Taco Belle - Taco			
Fish'n Chips			
McDonald's French Fries			
Vanilla Milkshake			
Pizza Hut Pizza 2 slices			
Dairy Queen Onion Rings			

Supplement 1.72
NUTRITION AND FOODS
Coping/Surviving

BROWN BAG LUNCHES

Directions: Bring in menus from fast food restaurants and newspaper grocery advertisements. Work in small groups for this activity. Each group should plan 5 nutritious low-cost brown bag lunches and using the restaurant menus "order" 5 nutritious restaurant lunches. Then using the grocery advertisements and the price lists from the restaurants the students should determine:

1. the cost of the brown bag lunch for a week.
2. the cost of the restaurant lunch for a week.
3. the money saved by eating a "brown bag" lunch.

Each group should report their findings to the class.

Discuss:

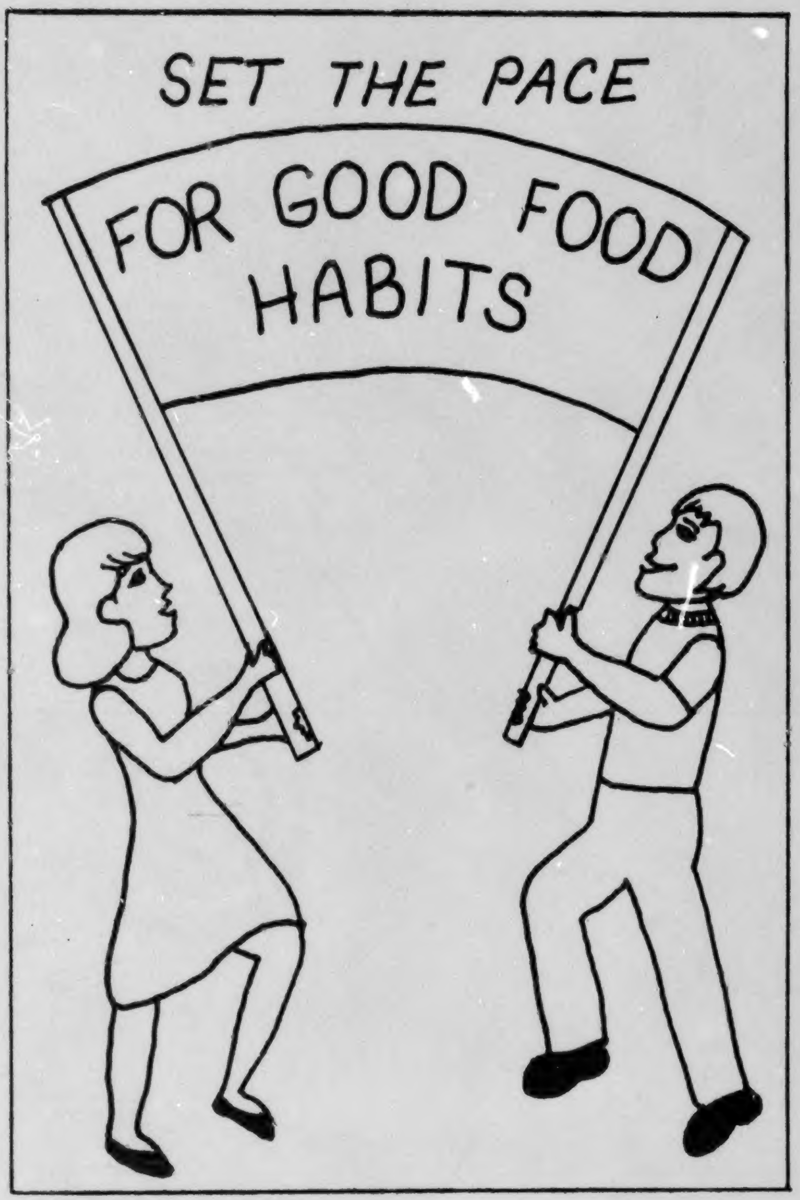
1. Do you think there were fast food restaurants 20 or 30 years ago? (yes, Steak & Shake)
2. Do you think there were as many fast food restaurants 20 or 30 years ago as there are today?
3. Why are fast food restaurants so popular today?
4. Do you think there will be more fast food restaurants in the future?
5. Is eating at a fast food restaurant everyday for lunch compatible with voluntary simplicity?

Teacher Background Information: A nutritious lunch can be defined using the four food groups: Meat, Dairy, Bread & Cereal, and Fruit & Vegetable. Using the four food groups as a guide, a nutritious lunch for a teenager (ages 12-18) should contain:

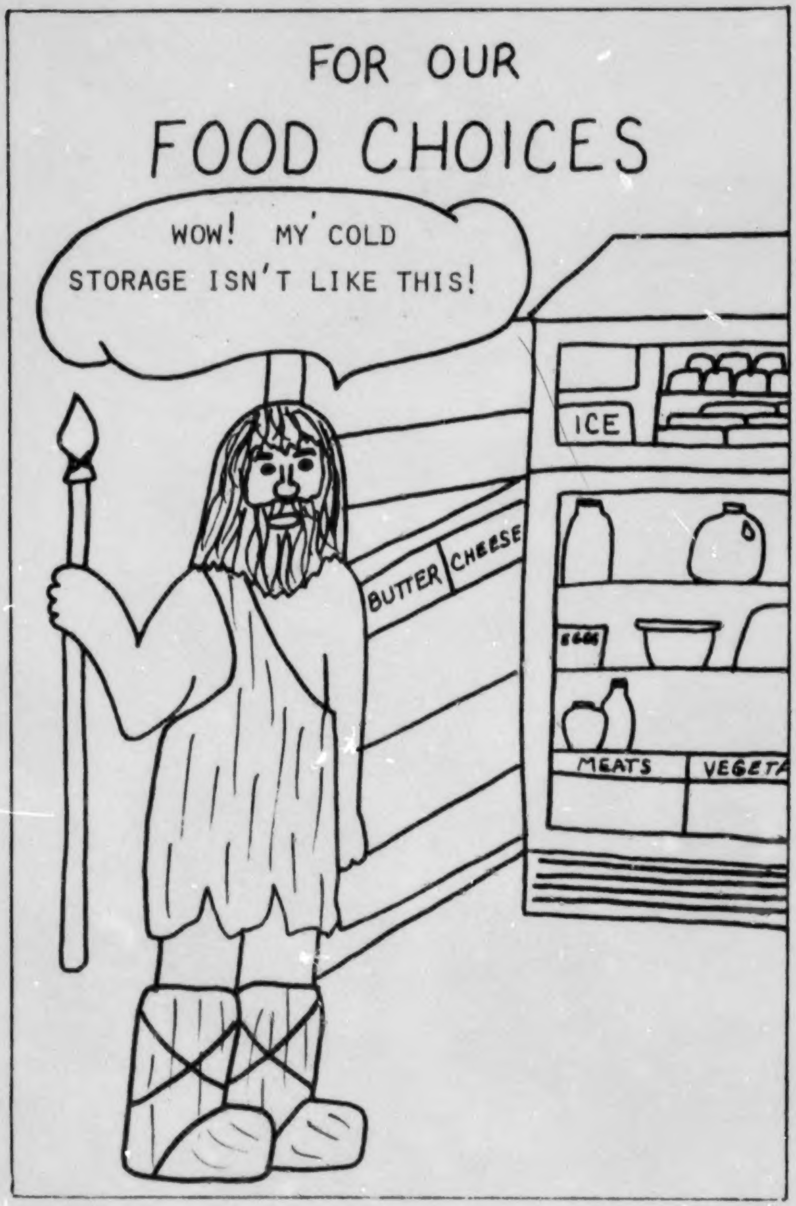
FOOD GROUP	AMOUNT
Meat and/or alternate-choose on of the following:	
meat, poultry, fish	3 oz.
cheese	3 oz.
egg	1
cooked dry beans or peas	3/4 to 1¼ cups
peanut butter	4-5 tablespoons
Vegetable and/or Fruit (at least 2 different kinds)	1 to 1½ cups
Bread	1-3 slices
Dairy	½ pint of milk or equal amount of other dairy products.

Adapted from: Ruth Pestle, Project Director. Integrating Voluntary Simplicity of Lifestyle in Home Economics. Florida Department of Education, 1981.

STEPS TO LEADERSHIP


SET THE PACE
FOR GOOD FOOD HABITS

STEPS TO APPRECIATION


FOR OUR
FOOD CHOICES
WOW! MY COLD STORAGE ISN'T LIKE THIS!
ICE
BUTTER
CHEESE
EGGS
MEATS
VEGETA

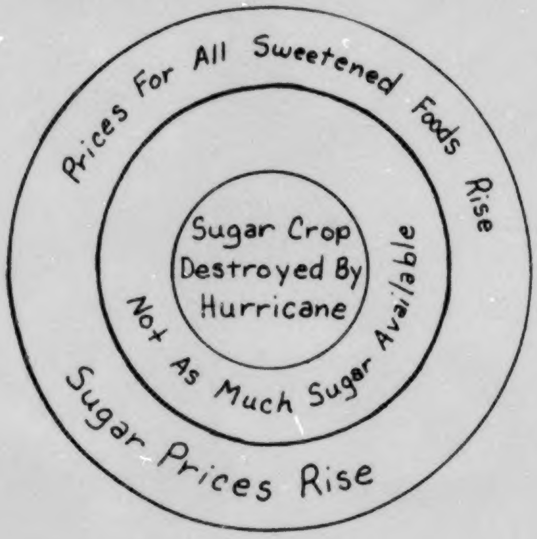
572

WHAT WOULD HAPPEN IF... ?

Directions: Construct a Futures Wheel like the one below on the chalk board. Put one of the events listed below in the center of the wheel. In the rings going outward, predict the consequences of the event on food availability/cost.

Events

- Price of oil rises
- Freeze in Brazil coffee area
- Drought in U.S. midwest - wheat crop damaged
- Truckers strike
- War in Argentina - refuse to sell beef to U.S.
- Hurricane damages banana crop
- Oranges freeze in Florida
- Insects destroy crops in California


Sugar Crop Destroyed By Hurricane
Not As Much Sugar Available
Sugar Prices Rise
Prices For All Sweetened Foods Rise

Example - Futures Wheel

PEOPLE, FOOD, AND THE FUTURE

Directions: Divide the class into groups of four or five. Read aloud the statements below concerning the relationship of population growth, affluence, and voluntary simplicity in contributing to food scarcity. Have each group agree, disagree, or remain undecided on the statements. Tally the decisions of all groups on the board and discuss.

Statements:

1. Future generations of Americans should not hope for or seek a higher standard of living. Instead we should be content to live a simple but comfortable lifestyle.
2. About 7-8 pounds of grain protein are necessary to produce one pound of beef protein with present methods of raising livestock. Americans should reduce consumption of grain-fed meat to free grain for direct human consumption and demand that grass-fed meat be sold in stores.
3. The U.S. has 6% of the world's population, but consumes about 30% of the world's resources. The wealthier nations of the world should share much of their wealth with developing nations.
4. The world's population growth in the last few years is straining food resources. Therefore, no couple should be allowed to have more than two children.

Source: Ruth Pestle, Project Director. Integrating Voluntary Simplicity of Lifestyle into Home Economics. Florida Department of Education, 1981.

WORLD HUNGER SURVEY

Teacher Background Information:

Developing Countries - countries characterized by high birth rates, low incomes, limited education, low life expectancy, high infant mortality and limited use of technology.

Developed Countries - countries characterized by low birth rates, low infant mortality, high income, literacy and much technological development.

Procedure:

1. Distribute questionnaire.
2. Explain to the students that the purpose of the exercise is to determine their understanding and feelings about world hunger and poverty. They are not expected to know the answers to every question.
3. After the students have completed the questionnaire, discuss the answers with the class. In Part 2, there are no right or wrong answers.

Answers to Part 1.

1. d
2. b
3. c
4. a, c, d
5. a
6. b
7. d
8. e
9. d
10. c
11. a, c, g
12. d, e, h
13. d

Source: Ruth Pestle, Project Director. Integrating Voluntary Simplicity of Lifestyle into Home Economics. Florida Department of Education, 1981.

Adapted from: Food: Where Nutrition, Politics and Culture Meet by Katz, Goodwin & Gussow. Center for Science in the Public Interest. Washington, D.C.

Part I Factual Knowledge

1. The percent of the world's population which lives in developing countries is:
a) less than 10% c) about 50% e) about 90%
b) about 25% d) about 75%

2. The percent of the world's population which lives in the United States is:
a) 3% c) 9% e) 15%
b) 6% d) 12%

3. The United States has _____% of the world's resources.
a) about 15% c) about 30% e) 65%
b) about 25% d) about 50%

4. Which three continents contain the majority of developing countries?
a) Asi c) Africa e) Australia
b) North America d) Latin America f) Europe

5. In 1958, a Central African earned enough money, from selling the United States 200 pounds of cotton, to buy four blankets. How many blankets could he buy today for the money earned from selling the same amount of cotton?
a) 1 c) 8
b) 4 d) 12

6. The average protein intake of each person in the U.S. is about 96 grams per day. In India it is:
a) about the same c) 3/4 as much
b) 1/2 as much d) 1/3 as much

7. The population of the world is approximately 4 billion (4,000 million). How many people suffer from insufficient protein/energy supply?
a) 50 million c) 200 million e) 900 million
b) 100 million d) 460 million

8. The world's largest importer of beef is:
a) Taiwan c) U.S.S.R. e) U.S.A.
b) France d) Kenya

9. The average person in the U.S. or Canada consumes _____ times as much grain as an Indian, Columbian or Nigerian.
a) 1 c) 3 e) 10
b) 2 d) 5

10. Approximately how many pounds of grain does a steer require to add on an additional pound of protein?
a) 1 c) 8 e) 30
b) 5 d) 25

11. Which three of these countries do you think have been designated most in need of food aid by the U.N. in 1974?
    a) Bangladesh
    b) Spain
    c) Honduras
    d) Cambodia
    e) Egypt
    f) Mexico
    g) Kenya
    h) Chile

12. Which three of these countries do you think were given the largest amount of U.S. food aid in 1975?
    a) Bangladesh
    b) Spain
    c) Honduras
    d) Cambodia
    e) Eqypt
    f) Mexica
    g) Kenya
    h) Chile

13. The same amount of food eaten by 210 million Americans could adequately feed _____ Chinese on an average Chinese diet.
    a) 300 million
    b) 500 million
    c) 1 billion
    d) 1.5 billion
    e) 2 billion

Part II Attitides - Mark the statement below with T if you believe it is true, F if you believe it is false.

1. The food I eat is not really related to hunger in the developing countries of the world.

2. People are hungry because there just isn't enough food to go around.

3. Most Americans have an accurate idea of how Africans live.

4. If Americans practiced Voluntary Simplicity, there would be enough food to go around.

Supplement 2.32
NUTRITION AND FOODS
Coping/Surviving

HOW TO BUY FOOD

Scrambled sentences can be used to review concepts, learn definitions and introduce ideas. In this activity, we are introducing an idea.

Directions: Use the following sentences to make scrambled sentences activity.

1. Read labels to be sure of what you are buying.

2. Compare brands to best meet needs.

3. Compare prices on a cost-per-serving basis.

4. Buy foods which are in season.

5. Compare advertised price with regular price.

To make scrambled sentences activity:

1. Write 5 complete sentences or questions.
2. Put each word of each sentence on a separate index card.
3. Mix up the index cards and divide into 5 groups.
4. Put each group of scrambled words into a small envelope. Number each envelope and then put corresponding number on each index card (the numbers will facilitate sorting when activity is complete). Put the 5 small envelopes into a large envelope.
5. Make as many sets as needed for the groups.

To use scrambled sentence activity:

1. Divide the group into smaller groups of 5 persons. If there are extra people, assign the role of observer of communication process and/or judge. Give each group 1 large envelope.
2. Directions for playing include:

    a. Students will not talk to each other.
    b. Each group of students will be able to make 5 complete accurate statements by assembling their work cards.

3. Discussion should follow the activity to emphasize concepts and facts and/or to enable students to react to non-verbal group process.

Supplement 2.32
NUTRITION AND FOODS
Coping/Surviving

NAME BRAND
VS
HOUSE BRAND

Directions: Prepare a food product that is a name brand and one that is either a house brand or an economy brand. Compare the price difference and flavor and appearance of the two products. Let the class sample the products without knowing which is which. See if they can tell a difference in flavor and appearance between the products. Esample of products to compare: canned green beans, muffin mix, cornbread mix, frozen peas, soups.

Product	Price	Flavor	Appearance
1. House brand			
Name brand			
2. House brand			
Name brand			
3. House brand			
Name brand			
4. House brand			
Name brand			
5. House brand			
Name brand			
6. House brand			
Name brand			

YOUR FOOD SAFETY QUOTIENT

The proper storing and preparing of food is an important part of keeping it safe. The statements listed below will give you a chance to test your Food Quotient (FSQ). Read each statement, then draw a circle around the word that best describes it. Is it FACT or FICTION?

1. Uncooked chicken may be kept in your refrigerator for a week.

   FACT or FICTION

2. It's okay to thaw meat and poultry at room temperature.

   FACT or FICTION

3. Products stamped with a "sell by" date may be stored and used up to a week after the date has expired.

   FACT or FICTION

4. If some cooked meat or poultry was left at room temperature overnight, just reheat it before serving it. It will be safe to eat unless it has an off-odor.

   FACT or FICTION

5. Ground beef can be stored in the refrigerator for 1-2 days.

   FACT or FICTION

6. If liquid spurts from a can or jar when you open it, or if canned foods has an odor, do not even taste it.

   FACT or FICTION

7. It is okay to eat unrefrigerated leftover meat if it is ham, hot dogs, or lunch meat.

   FACT or FICTION

8. If you are preparing different foods for one meal, wash hands, utensils, work surfaces, and platters with soap and hot water before and after each different food.

   FACT or FICTION

For each FACT or FICTION question, share these explanations with students:

A1. Uncooked chicken is highly perishable and should be frozen if you do not plan to use it in 1-2 days.

A2. When frozen meats or poultry are thawed outside the refrigerator, the outer surfaces of the meat are exposed too long at temperatures that may allow germs to grow. Plan ahead to allow time for thawing frozen foods in the refrigerator. Large turkeys may be thawed at room temperature, however, if wrapped in a double brown paper bag to insulate against too warm temperatures and uneven thawing. Cook promptly after thawing.

A3. Most such products continue to be safe if stored properly. Check labels for storage instructions such as "Keep refrigerated."

A4. If you know cooked meat or poul[illegible]as been left out of the refrigerator for more than two hours, throw it out. At room temperature, germs can grow to dangerous numbers. Even when present in large numbers, these germs seldom change the taste, odor, or looks of food.

A5. Ground beef is highly perishable and may be a source of foodborne poisoning. It should be refrigerated or frozen and used as soon as possible.

A6. These may be signs of spoilage. There also may be the possibility of botulism, a rare, but often fatal, bacterial poisoning. Discard cracked, bulging, or severely dented containers, or containers with loose-fitting lids. *Do not taste.*

A7. All meat should be stored in the refrigerator. Leftovers should be refrigerated or frozen promptly after the meal. Lunch meats can be frozen in sandwiches and allowed to thaw slowly in a "brown bag" lunch.

A8. Bacteria can spread from food to food by way of hands, utensils, and work surfaces. Bacteria multiply rapidly at room temperature—especially on raw meat and poultry.

Additional Activities

1. Have students give the food safety quiz to their parents and report the results to the class.

2. Read these two shopping situations to the class, then ask them to identify the more careful shopper.

a. For Rhonda, food shopping is a 15-minute spree. She knows exactly what she needs, she grabs the handiest item from the shelf, bin, or freezer, and zips through the check-out counter. Angie, on the other hand, takes her time, reads labels, and checks every container and package, even looks to see if eggs in egg cartons are cracked. When their shopping carts collide, Angie can't resist asking Rhonda why she is buying frozen peaches with all that moisture on the package. Rhonda replies, "It's okay. I'm hurrying right home to get it into the freezer." Who do you think is the safer shopper?

Angie. Damage to packages could mean that the contents are no longer safe or that the quality of the food has been adversely affected. Never buy torn, slit, or otherwise damaged boxes, severely dented or bulging cans, thawed or partially frozen foods, warm dairy products, or cracked eggs. Frozen food packages that are stained indicate a thawing and a refreezing.

b. When Carlos and Louis go shopping together, it's a wonder they ever complete their task. The shopping list for this summer Saturday includes butter, milk, hamburger, lettuce, cheese, and soup. "I'll get the meat first," Louis shouts. "My friend Gina works back there." He puts the meat in the basket and then proceeds to talk to Gina for twenty minutes. Carlos finally drags him away, but then sees his friend Maria at the checkout and another twenty minutes passes. When the two boys finally leave the store, Louis remembers that he was supposed to drop a book off at the library downtown. "You can't stop there," Carlos exclaims, "the meat will go bad." "Don't be silly, Carlos," Louis explains. "Meat can't go bad in a couple of hours. Besides, it's locked up in the trunk, so the heat can't get to it." Who is right?

Carlos is. Meat and poultry, as well as frozen items, should be selected just before leaving a store. And never leave perishable goods locked in a warm car or in the car trunk. Perishable food should not be left at room temperature for more than two hours.

3. Encourage the students to do an inventory of food storage practices at home and point out potential problems to other family members.

4. Encourage the students to think of situations in their own experience where potential food hazards were present. Have them compose a narrative of their own similar to the ones on the activity sheet and share it with the class.

5. Arrange a field trip to a local grocery store, school cafeteria, or supermarket so students can see firsthand safe food storage and handling methods. The manager of the store could give the students a brief presentation, informing them of what is actually done by the store to assure food safety. As a follow-up exercise, the students might identify a possible problem they noticed during the field trip and offer a practical solution.

Source: Food Safety: Your Responsibility. Food Safety and Quality Service.

DID THIS HAVE TO HAPPEN?

"Three more persons have been hospitalized with confirmed botulism poisoning, boosting to 33 the number of cases thus far in the worst botulism outbreak in United States history, health officials said today. . .

. . .Botulism toxin is among the deadliest poisons known to man, more powerful than cobra venom or curare. . .This outbreak of food poisoning was caused by improperly home - canned, green peppers used to make hot sauce. . .The owner threw out that batch Tuesday but used the same bowl to make another supply. . ." (Case Study 1)

The above incident or case study was reported in local papers. The following case studies are also actual incidents relating cases of food poisoning.

There was a case of food poisoning in Mexico which resulted in the death of several children. The "guilty" food was bread - a most unlikely suspect. An investigation showed that a can of insecticide which was stored above the flour bin had spilled into the flour. (Case Study 2)

Seventeen persons aboard a ship became ill within eight hours after eating a noon meal. Nausea, vomiting, cramps and diarrhea were the symptoms. Macaroni had been cooked prior to the meal, and chopped pimentos, lettuce, boiled eggs, mayonnaise and mustard were hand-mixed by two mess cooks. One of the cooks had several minor cuts on two fingers. These finger cuts yielded staphylococcus aureus, the same kind of bacteria found in the salad. (Case Study 3)

Sixteen persons experienced acute upset stomachs within five hours after their evening meal. Egg salad was the food suspected. The eggs were boiled and shelled early that afternoon. One of the cooks then added mayonnaise and relish to the chopped eggs. After preparation, the salad was not refrigerated. The cook who prepared the salad had tonsillitis. (Case Study 4)

One hundred and fifty-five persons became ill with severe diarrhea and stomach pains. The suspect meal, roast beef and gravy, had been eaten by 170 persons. This beef and gravy had been prepared the day before and allowed to cool in open trays without refrigeration for 22 hours. Clostridium perfringens organisms were found in the beef and gravy. (Case Study 5)

At a church dinner, over half of those who had eaten barbecued chicken became ill within 6 hours. The chickens had been cooked the day before, immediately refrigerated overnight, then reheated the next morning. After reheating, they were cut into quarters with the butcher's meat saw. The chickens were without refrigeraiton from 10:00 a.m. until being reheated again around 5:00 p.m. Large numbers of staphylococci were recovered from the chickens. These bacteria could have come from the meat saw or from the cook's hands which contained numerous small cuts and abrasions. (Case Study 6)

Eleven cases of trichinosis occurred in a small community among seven families who had eaten raw smoked sausage prepared from the same hog. Symptoms were high fever, muscle pain, stomach cramps, chills, and general weakness. This illness was caused by trichinella spiralis, a small parasite present in the uncooked pork. (Cast Study 7)

In a school food service program in an elementary school, hard cooked eggs were prepared, then shelled and allowed to cook overnight. One of the cooks who shelled the eggs had a small infected cut on her hand. The eggs were chopped and made into egg salad sandwiches and served at noon. That night over 200 children and several teachers became ill with vomiting and diarrhea. (Case Study 8)

Imagine how a person would feel if he/she had been a cook in this school or had been responsible for any of the cases of food borne illness previously mentioned. This lesson deals with information that will help prevent such an occurrence. Sometimes schools are unjustly accused of causing food borne illness. The reaction of school food service personnel is important during the investigation of a suspected case of food poisoning. The best thing to do is to remain calm and avoid discussing it until the investigation is complete.

THE BEST DEFENSE — PREVENTION

Foodborne bacteria can be present in food, and we might not even know it is there. Most foodborne bacteria are odorless, tasteless, and visible only under a microscope. The only way we can be sure we aren't eating contaminated food is to prevent it from becoming contaminated. We can do this if we learn to recognize the conditions that promote contamination. Read these descriptions of the four most common villains.

1. SALMONELLA

Shaped like short, plump rods; found in the intestinal tracts of human & animals.
They may multiply in raw meats, poultry, eggs, fish, and milk.
They may be carried by food handlers, pets, insects, and rodents.
Symptoms are headaches, diarrhea, abdominal cramps, and sometimes vomiting within 12 to 36 hours.

2. STAPHYLOCOCCUS AUREUS

Look like small spheres, in pairs, bunches, grape-like clusters or chains.
May multiply in nasal passages and on skin.
Attack moist meat dishes, meat salads, sliced meats, and starchy foods such as eclairs, cream puffs, cake fillings, and potato salad.
Symptoms are nausea, vomiting, diarrhea, and severe cramps within 3 to 6 hours.

3. CLOSTRIDIUM PERFRINGENS

Short, plump, encapsulated organisms found alone or in pairs in soil, sewage, dust, and crops.
May multiply in high protein foods--meat, poultry, eggs.
Causes nausea and diarrhea and gas pains within 8 to 24 hours.

4. CLOSTRIDIUM BOTULINUM

Thin, whip-like rods in short chains or single rods and found in soil, water, fresh produce and other crops.
Attack low-acid foods such as meat, poultry, fish and most vegetables when they are improperly canned or otherwise sealed in a low-air or airless environment. Produces spores that can divide in anaerobic (airless) places.
Botulism is rare, but it can kill.
Causes general weakness, constipation, headache, double vision, impaired speech, and difficulty in chewing and swallowing--within 12 to 36 hours.

In the spaces below, check those foods or those places where foodborne bacteria could multiply rapidly.

____ Home canned green beans
____ Fresh tomatoes, before refrigerating
____ Chicken salad at a picnic
____ Fried chicken hot from the skillet
____
____ Raw meat patties waiting to go on grill
____ Leftover turkey dressing, out of turkey
____ Fresh apples, oranges, plums, and pears in bowl on the table

To keep the food you eat safe, all you have to remember is to keep foods that are supposed to be cold, cold; those that are supposed to be hot, hot; and to wash all perishable produce and raw poultry before preparing it. Contaminated foods and the illnesses they cause can be avoided by prompt cooling or freezing of perishable foods; by keeping hands, utensils, and cooking surfaces clean; and by cooking thoroughly all meats and poultry and dishes that include meat and poultry before serving them.

Use these additional activities with students as time permits.

1. You might enlist the aid of a biology teacher to help you show your students just what foodborne bacteria look like under a microscope. You will not have any difficulty in getting a specimen from which to make a slide. You can simply let a perishable food item go unrefrigerated.

2. The foods in the exercise on the activity sheet constitute only a partial list of potentially dangerous foods or dangerous situations. You might ask your students to compile a more complete list, based on the descriptions of bacterial breeding grounds on the master. The list might include such places as food service counters at cafeterias where food is improperly cooled or heated; careless food service in hospitals or nursing homes; or perishable foods left at room temperature in grocery stores or delicatessens. This list can be taken home, and it can also be circulated in the school cafeteria.

3. You might also suggest that people are most often careless with food when they are preoccupied with other activities. Holidays sometimes lead to careless handling and storing of food. Ask them to think of a particular holiday (you might suggest Thanksgiving as a jumping-off point) and then ask them to list the foods commonly associated with that day or with the season it falls into. Next, they should try to establish which foods are perishable, and then decide how these foods could best be prepared, handled, and stored.

4. Since the subject of the activity is foodborne bacteria, you can suggest that the students try to collect some data from the local board of health on the number of cases of food poisoning reported over a five-year period.

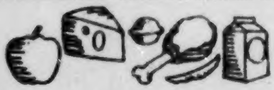
5. You might be able to invite a doctor or a public health official into the class to discuss the symptoms and the treatment for food poisoning.

6. Because trichinosis is not caused by bacteria, it was not included in this lesson. However, trichinosis is another type of foodborne illness. It is caused by a tiny worm, *Trichinella spiralis*, frequently found in pork. Unless destroyed, it can cause serious illness. Although *Trichinella* is not as prevalent today as it was in the past, it has not been eliminated. So, all pork and pork products should be thoroughly cooked—heated to an internal temperature of 170°F (77°C). If you do not use a meat thermometer, be certain the pork is cooked until there is no trace of pink in the meat or juices.

Source: Food Safety: Your Responsibility. Food Safety and Quality Service.

Supplement 3.12
NUTRITION AND FOODS
Responsibility
(skit)

DON'T BLAME ME!



DON'T BLAME ME!

A play to read in which you may recognize
some friends of yours—and some enemies, too.

Cast of characters:
Barbie Cue, *the defendant*
Lena Lott, *the plaintiff*
Stanley "Stub" Bourne, *prosecuting attorney*
Ivan Objection, *defense attorney*
"Skip" A. Steppe, *witness*
Iwanda Please, *witness*
Mrs. Meanswell, *teacher, witness*
Judge
Members of the jury

As we enter the courtroom, we hear the prosecuting attorney's opening remarks.

Stub: (with flair) Ladies and gentlemen of the jury, we intend to prove that Barbie Cue did willfully and openly give a party that made the entire class ill; that on the date in question, this same Barbie Cue did serve food that caused her guests severe pain and discomfort. I call my first witness, Lena Lott. Do you swear to tell the whole truth and nothing but . . .

Lena: You bet I'll tell the truth! I'll tell more truth than anybody wants to hear!

Stub: Miss Lott, on the day in question, did you attend a party at the home of Miss Cue?

Lena: I sure did. (aside to the jury) I attend *every* party.

Stub: Just answer the questions, Miss Lott. Now tell the court in your own words exactly what happened at that party.

Lena: I *always* remember everything *exactly!* Well, as I recall, Barbie offered her house for the class party. She said she would provide all of the meat (hamburgers and hot dogs, mind you) if *we*, the committee, would bring everything else.
"Gladly," I said. I have my committee, so food is never a problem, but a *place* to have a party often is. Anyway, I should have gotten the meat myself! I should have known she'd serve dogfood-burgers. She's so cheap!

Ivan: I object! Witness is prejudicing the jury.

Judge: Sustained. Jury will disregard that last remark. Miss Lott, we'll have no more of that kind of outburst. Just give the facts.

Lena: That *was* a fact! Well, anyway, I made the potato salad the night before the party. My salad is famous! I put gobs of mayonnaise in it, and I put lots of hard cooked eggs in it, and I make this really neat design on the top with sliced eggs and parsley. It looks like a great big smiling face when I finish. A work of art!

Ivan: Objection!

Judge: Sustained. Just get to the point, Miss Lott.

Lena: That *is* the point! My salad is so good, it couldn't have made anyone sick. I left it out on the counter all night, so that I wouldn't forget it, and my family kept trying to snitch a bite *all* evening long. Even the cat tried to get some, but after I fixed it, nobody could even tell where she put her little foot.
All I know is that the day after the party, everyone was ready to make out their wills. That's how sick her dogfood-burgers made us. Ask Iwanda, if you don't believe me.

Stub: Thank you, Miss Lott; you may step down. I call Miss Iwanda Please.

Iwanda: I don't want anybody to be mad at me. I like Barbie, and I like Lena, and I like *everybody*.
I wanted to do something nice for the party. Lena told me I could make some fancy hors d'oeurves, so I rolled slices of rare roast beef around cream cheese and made some deviled eggs with crumbled bacon on top. I left them out on the table on the patio so that Skip A. Steppe could just pick them up on his way to Barbie's house. That's all I remember. Maybe Skip remembers something.

Stub I call Skip A. Steppe as my next witness.

Skip I don't know what happened. All I know is I was so sick I thought, "*This is it,* Skip old boy; and you are so young."

Ivan Objection!

Judge Sustained. Just tell us what you remember, Mr. Steppe.

Skip Sure, Judge, sure. As Iwanda said, I picked up the stuff by noon and put it into the trunk of my car. Then I went to my softball game. After the game, I took a shower, got dressed, and picked up my date. (aside to the jury) First things first, you know. Priorities, if you know what I mean.

Ivan I object, Your Honor.

Judge Sustained. Forget the social life, Mr. Steppe. Anything else?

Skip No. That's it. The next thing I knew Mrs. Meanswell, our teacher, called and told my mother that the whole class had food poisoning and that Lena has accused Barbie of trying to murder the whole class.

Stub Mrs. Meanswell, will you please take the stand?

Mrs. M I feel really sorry about what happened, but it's not right to place the blame on poor Barbie until we know exactly what happened. And Lena really does exaggerate.

Stub Exactly what did happen?

Mrs. M Oh, I don't know. By the time I got to the party, all the eating was over. I just helped myself to the leftovers. I like cold hamburgers, and the salad was almost gone so I just finished up the deviled eggs. Then *I* got sick, but it's not right to blame poor Barbie until we know.

Stub I have no further witnesses, Your Honor. Prosecution rests.

Ivan The defense has only one witness, Your Honor. I call Miss Barbie Cue.

Barbie This is the most embarrassing thing! (sniff) I have always opened my house to the class. But never again!

Ivan Just tell us what happened, Miss Cue.

Barbie Nothing happened. I bought the meat—hamburger, *not* dog food—and kept it in the refrigerator until the second we cooked it. I even had it in a plastic container with a lid. As soon as the meat was cooked, I put it back into the same container and served it. That's all that happened. And now this!

Ivan Now, now, Miss Cue, I'm sure the jury will see that you've been a victim. Did you provide anything else for that party?

Barbie Not really. We ran out of pickles so I took some of the ones my mother canned last summer. I didn't take any of the ones that looked really good, the ones she gives away as gifts. I took the ones in the jars that had kind of loose lids. They all taste the same, anyway.

Ivan Thank you, Miss Cue. I have no further questions, Your Honor.

Judge (addressing the jury) I ask you to take all of the facts into consideration and to render a verdict. Who is responsible?

Source: Food Safety: Your Responsibility. Food Safety and Quality Service.

HOW TO FIGHT THE FOOD SPOILERS

Always follow these ten guidelines.
(Fill in the blanks.)

1. When shopping for food, pick up meat, poultry, and dairy items ____ ____; get them home and into the ________ or freezer promptly.

2. Never buy ____ ____ in leaking, bulging, or severely dented cans, cracked jars, or jars with loose or bulging lids.

3. Maintain refrigerator temperature at 35° to 40°F (2° to 4°C), and ________ at 0°F (−18°C) or lower. Check frequently to be sure.

4. Thaw meat and poultry in the refrigerator or, for faster results, in a watertight package under ________ water.

5. Wash hands ________ and ________ preparing food.

6. After handling raw ________ or poultry, wash hands before touching other ________ or food surfaces.

7. Wash utensils, containers, and work surfaces ________ and ________ they come into contact with raw or cooked meat or poultry.

8. Always keep ________ foods hot and cold foods ________ until served.

9. Refrigerate or freeze leftovers ____ ____.

10. Never keep perishable food at room temperature any longer than ________ ________ (including time to prepare, serve, and eat).

Here are some other useful tips to remember:

Buying

- Have the checkout clerk package meats, poultry, and frozen foods together.
- Don't buy torn packages, bulging or badly dented cans, jars with bulging or loosely fitting covers, eggs that are cracked, partially defrosted foods, or frozen food packages that are stained.
- Don't leave groceries sitting inside a car or car trunk.

Handling

- Wash poultry before cooking.
- Serve hot foods immediately after cooking; cold foods, directly from the refrigerator.
- Heat leftovers thoroughly.

Storing

- Use refrigerated meat and poultry within 1-2 days.
- Follow storage instructions on labels of processed products.
- Store luncheon meats and sausage in their unopened packages in refrigerator until ready to use.
- Store canned products in a cool dry place.
- Refrigerate canned products that are marked "perishable" or "keep under refrigeration." Store canned ham in refrigerator.

240°F (116°C)	Canning temperature for low-acid vegetables, meat, poultry in pressure canner
212°F (100°)	Canning temperature for fruits, tomatoes, and pickles in waterbath canner
165°F (72°C)	Cooking temperature that destroys most bacteria
140°F (60°C)	Warming temperature to prevent rapid growth of bacteria
120°F (49°C) 40°F (4°C)	DANGER ZONE Meat, poultry, dairy products, leftovers held more than 2 hours in this temperature range are subject to rapid growth of bacteria.
32°F (0°C)	Cold temperature to prevent rapid growth of bacteria
0°F (−18°C)	Freezing temperature to stop growth of bacteria, but allows bacteria present to survive
	DO NOT STORE RAW MEATS MORE THAN 5 DAYS; POULTRY, FISH, OR GROUND MEAT MORE THAN 2 DAYS IN REFRIGERATOR

KEY:

1. last - refrigerator
2. food
3. freezer
4. cold
5. before - after
6. meat - food
7. before - after
8. hot - cold
9. promptly
10. two hours

Source: Food Safety: Your Responsibility. Food Safety and Quality Service.

Supplement 3.21
NUTRITION AND FOODS
Responsibility

EQUIPMENT WORD SCRAMBLE

Directions: Complete the word scramble below. Divide into teams and assign one appliance to each team. Write as many ways to responsibly use care for that appliance.

1. E I X R M

_ _ _ _ _

2. R B N L D E E

_ _ _ _ _ _ _

3. S P R R C O S E O

_ _ _ _ _ _ _ _ _

4. A M I E C W R O V

_ _ _ _ _ _ _ _ _

5. R E A S T T O   E N V O

_ _ _ _ _ _ _   _ _ _ _

6. T R I C L E E C   T I L L S K E

_ _ _ _ _ _ _ _   _ _ _ _ _ _ _

7. F E E C O F   T O P

_ _ _ _ _ _   _ _ _

8. D I L E R G D

_ _ _ _ _ _ _

9. L A F F E W   N O I R

_ _ _ _ _ _   _ _ _ _

10. S O T E R A T

_ _ _ _ _ _ _

KEY:
1. mixer
2. blender
3. processor
4. microwave
5. roaster oven
6. electric skillet
7. coffee pot
8. griddle
9. waffle iron
10. toaster

Supplement 3.31
NUTRITION AND FOODS
Coping/Surviving
(worksheet)

A GUIDELINE FOR EMERGENCY SITUATIONS

Directions: After having selected a disaster which could occur, research the following questions. Complete the chart and share your information with the class.

Type of disaster: ______________________________

1. What foods may be affected by this type of disaster?

2. What guidelines must be followed in deciding which foods are safe?

3. How might the water supply be affected?

4. How can water be purified in emergencies for use for drinking?

5. What special precautions pertain to your disaster which will help insure safety and sanitary conditions for the public?

6. If there is not a source of heat for cooking, what are some foods or recipes that could be prepared without your regular source of heat?

590

Supplement 4.31
NUTRITION AND FOODS
Protein foods

EGGCROSTICS

An acrostic is a form of poetry. To begin an acrostic, choose a word related to methods of cooking eggs and write the letters that spell it down the side of the page, like:

O

M

E

L

E

T

Now write a poem about the method for cooking eggs, using the letter on each line as the first letter in the first letter of the first word of each line.

Example:

People everywhere

On the ground and in the

Air

Choose eggs for

Health and care.

Method: POACH

Supplement 4.31
NUTRITION AND FOODS
Protein foods

COMPLEMENTARY PROTEINS

It takes 8 pounds of grain (usually wheat) to produce 1 pound of beef. In a world where many people have nothing to eat, some people feel that this is too much of a luxury. Yet, critics point out that not eating meat will not necessarily make more grain available to the world's hungry.

Regardless of this argument, eating meat every night can be an expensive habit. High quality protein can be obtained by combining food products such as grain and legumes (peas and beans), or nuts and grains at a cost much below that of meat (protein). It is questionable whether eating meatless meals several times a week will help solve the world food problem, but it will help reduce the weekly grocery bill and be a statement on the part of the individuals who do so that they are concerned about the world food supply and are trying to do something to help the situation.

Everyone has heard of protein. You probably know that protein is found in meat, eggs, and milk and you may even know that protein builds muscles, repairs cuts and sores, and helps fight infections. But what is protein? Proteins are large molecules composed of smaller molecules called amino acids. There are 22 amino acids. The body can make all but 8 of the 22 amino acids. These 8 amino acids are called the essential amino acids (E.A.A.) and are: tryptophan, methionine, lysine, isoleucine, leucine, threonine, phenylalanine, and valine. The E.A.A. must be provided in correct proportions and at the same meal for the body to effectively use the amino acids to build body proteins.

Complete proteins, such as eggs, milk and meat, contain all 8 E.A.A. Incomplete proteins, such as legumes (peas and beans), seeds, nuts and grains, are partially deficient in one or two E.A.A. However, complete proteins are made by combining two different incomplete protein foods. For instance, legumes are a good source of the E.A.A. lysine and isoleucine, but are deficient in tryptophan and methionine. Grains are a good source of tryptophan and methionine but are deficient in lysine and isoleucine. By eating grains and legumes at the same meal, the two incomplete proteins serve as a complete protein source or complement each other. An incomplete plant protein can also be completed or made complete by the addition of a complete protein such as eggs or milk or meat. By taking advantage of this complementary effect, dishes and meals can be planned so that the amino acids in one food complement the amino acid deficiency in another food.

Complementary Proteins

Nuts + Legumes
Dairy Products + Grains

Grains + Legumes
Seeds + Legumes

Dairy Products + Seeds/Nuts
Dairy Products + Legumes

Sample Meatless Recipes

RICOTTA LASAGNA SWIRLS
(Wheat & Cheese Complement)

4 servings
Average serving = 14g
usable protein = 32-39%
daily protein allowance.

8 cooked lasagne noodles

Filling:

2 bunches spinach, finely chopped
2 tbsp. Parmesan cheese
1 cup ricotta cheese (1 ½ lb.)
¼ tsp. nutmeg
salt and pepper to taste

Sauce

2 cups tomato sauce
2 cloves garlic, minced and sautéed
½ cup onions, chopped and sautéed
½ cup basil
salt and pepper to taste

Steam spinach until it is quite limp, but not mushy. You don't need any water to do this. Just put the washed spinach in a pan which ahs a tight-fitting lid and cook it over low heat about 7 minutes. Mix the spinach with the cheeses, nutmeg, salt and pepper. Coat each noodle with 2-3 tbsp. of the mixture along its entire length, roll up, turn on side so that you see the spiral, and place in a shallow baking pan. Mix all of the sauce ingredients together and pour over rolled-up noodles. Bake at 350° F for 20 minutes. (You can substitute your favorite tomato sauce recipe.) This is an especially attractive dish and much lighter than most Italian-style pasta dishes.

SAVORY STUFFED PEPPERS
(Beans and Milk Complement)

6 servings
Average serving = approx. 7g.
usable protein = 16-20%
daily protein allowance.

1 cup dry beans, cooked & mashed
oil as needed
½ onion, chopped
½ cup celery, chopped
2 cups tomatoes, canned, or
3 fresh tomatoes

½ tsp. basil
1 tbsp. parsley, chopped
salt to taste
liquid from canned tomatoes or
water as-needed
6 green peppers, seeds and
membranes removed
2/3 cup cheese, grated, more as
needed

Sauté the onion and celery in the oil until the onion is transparent. Stir in the tomatoes, mashed beans, and herbs, and add liquid if the mixture is very dry. Remove from heat and stir in the 2/3 cup grated cheese, and salt to taste. Fill the prepared peppers with the mixture and bake at 400° F in a pan with 1 inch of hot water in the bottom. Check to be sure the pan doesn't dry out during the 25-30 minutes of baking. During the last 10 minutes of baking, sprinkle more grated cheese on top of peppers.

Source: Ruth Pestle, Project Director. Integrating Voluntary Simplicity of Lifestyle into Home Economics. Florida Department of Education, 1981.

Supplement 4.41
NUTRITION AND FOODS
Human Relationships
(role play situations)

YOUR MANNERS ARE SHOWING

Directions: Role play the following situations. Identify the appropriate and inappropriate manners for each situation. Discuss why each inappropriate action caused difficulties for others.

Situation 1 A couple in the class is getting married and they have sent invitations to the individual class members for the wedding reception. The invitation asked for an RSVP. One boy wanted to know if RSVP was anything like BYOB. Most of the class responded with a "yes" to the RSVP. At the reception, the table is set for a dual line. Part of the group moves through the line smoothly and rapidly from plate, food to cake. The rest of the group gets cake, goes back to the food, and jumps in line to get punch. One girl sits on her boyfriend's lap because there aren't enough chairs.

Situation 2 The class is going on a field trip and will be eating at a fast food service restaurant. They must move through quickly because of the time allotment. The pupils will read the menu and prices, place their order, and pay for their food. One group goes through and orders quickly. The other group is talking about the trip and the waiter/waitress has to keep interrupting them to take orders. One girl doesn't say "to go". When her order comes, she has to ask that a change be made which holds up the whole group.

Situation 3 Two couples go out to eat on prom night. It is a special occasion so they have chosen a special restaurant. The hostess shows them to the table. One boy extends a chair for his date while the other couple sits individually. The hostess gives each a menu. One couple decides what they want while the other couple keep trying to decide, continue looking and talking, and finally decide to get the most expensive (girl) and the cheapest (boy) on the menu. The girl changes her mind and decides she likes nothing in the a la carte and continues talking and looking. Finally, she makes a decision and orders are given.

Each begins to at the salad. One person selects the outside fork while another takes the inside fork. As the course is completed, one person places the fork in the bowl while another lays the used forks on the table.

The main course is served. One person takes bread and breaks it into quarters to eat and places it on the bread and butter plate while another takes a slice of bread, eats from it and places the remainder on the dinner plate. As the meal progresses a spoon is dropped on the floor, picked up and used for eating.

At the close of the meal, a boy puts the napkin on the table while someone else puts the napkin on the plate. As he is departing, one boy leaves a tip while the other boy says he needs his dough and leaves nothing.

Supplement 4.41
NUTRITION AND FOODS
Human Relationships

MENTAL MANNERS

DIRECTIONS: The curve below contains a list of table manners. For every rule listed, write the logical reason in the space provided.

Remove spoons from cups before drinking.

Wash hands before eating.

Eat slowly.

Talk with your mouth empty.

Avoid slurping your soup or smacking lips when eating.

Use the serving spoon or fork to help yourself to the food.

Sit up straight at table (avoid tilting chairs and slumping).

Put the napkin on your lap before eating.

When finished eating, put knife and fork in the center of the plate.

Cleaning or picking teeth should be done in the bathroom (not at table).

Ask for food to be passed (rather than reaching).

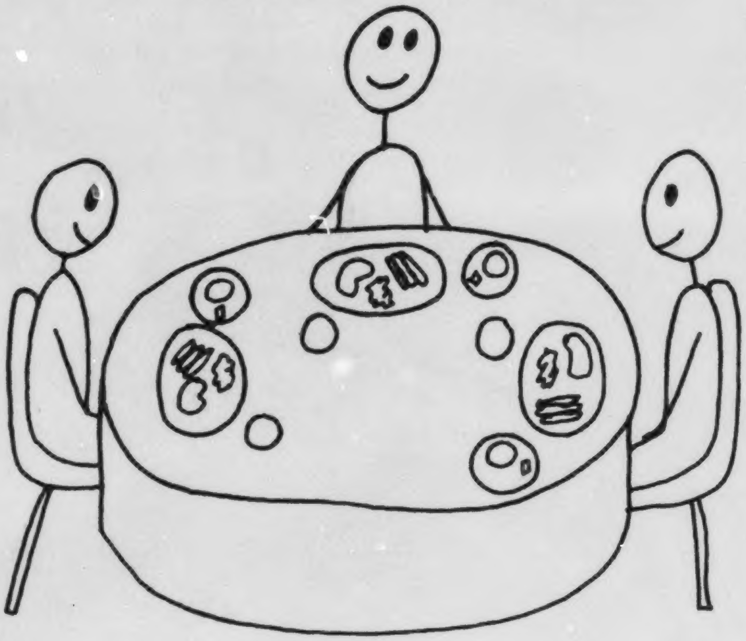
Food is eaten with a fork or spoon. Knives are for cutting.

Drink liquids when the mouth is empty.

Supplement 4.42
NUTRITION AND FOODS
Human Relationships

STEPS TO BETTER RELATIONSHIPS

HELP MAKE MEALTIME PLEASANT



1. ____________________

2. ____________________

3. ____________________

PEOPLE NEED PEOPLE

Supplement 4.42
NUTRITION AND FOODS
Human Relationships
(worksheet)

MEALTIME FEELINGS

Directions: Complete the statements below by putting in the blank the reaction you would have to the situation described.

1. Whan a family member comes to the table angry, I ____________________
________________________________.

2. When someone yells at me during mealtime, I ____________________________
______________________________________.

3. When someone likes the food I prepared, I feel ________________________
_____________________________________.

4. When I help with the table at mealtime, I feel ________________________
____.

5. When I'm asked to wash dishes, I _____________________________________.

6. If I would pick flowers for the table, my family would __________________
____.

7. Last minute items I could help Mom with during mealtime include __________
____.

8. Some pleasant things we could talk about at the table are _______________
____.

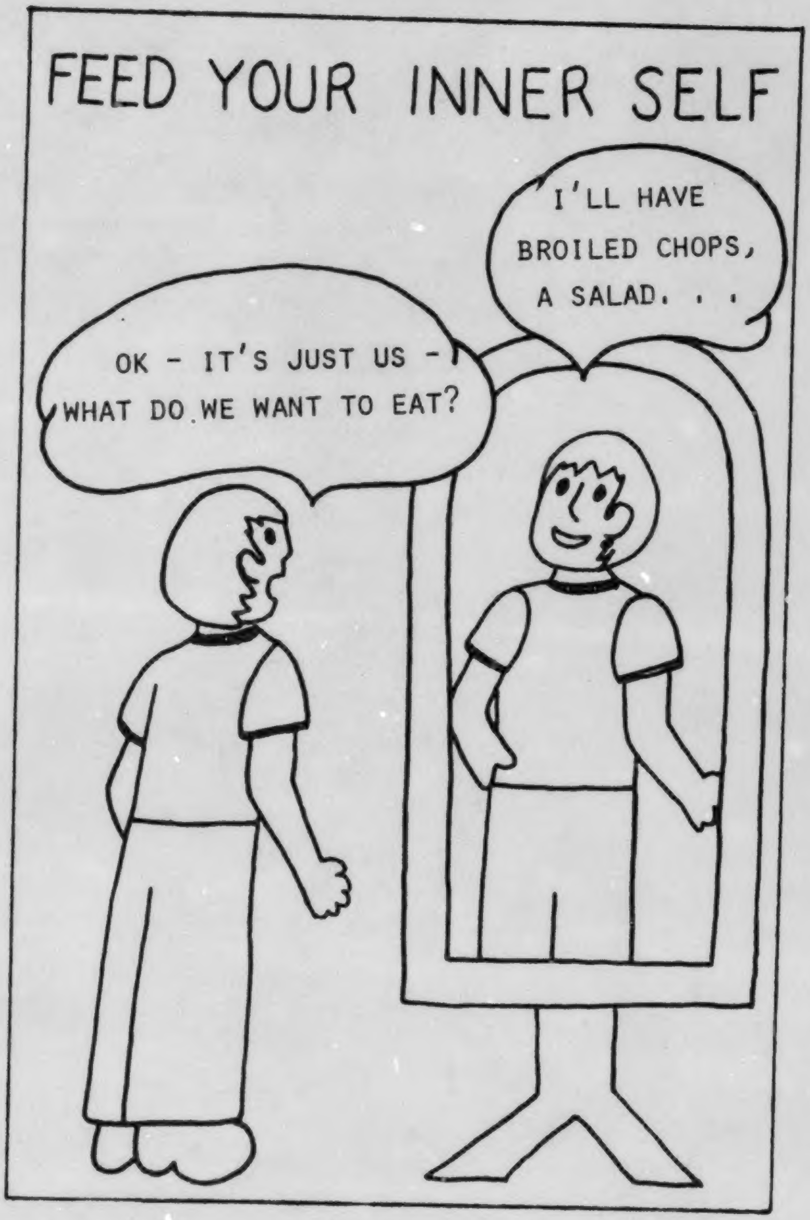
9. When I argue with someone at the table, I feel _________________________
____.

10. The time I like best during mealtime at my home is ____________________.

11. The times I dislike most during mealtime at my home are _________________
____.

12. When I prepare the whole meal, I feel __________________________________.

COPING--STEPS TO SURVIVING


FEED YOUR INNER SELF
I'LL HAVE BROILED CHOPS, A SALAD. . .
OK - IT'S JUST US - WHAT DO WE WANT TO EAT?

PARTY BURRITO

Plan a Mexican party and serve this party burrito. It should serve 20 to 24 guests and is fun for your guests to help prepare. Serve with vegetable appetizers and your favorite dessert and drink. If you have more guests, just make additional burritos.

Ingredients:

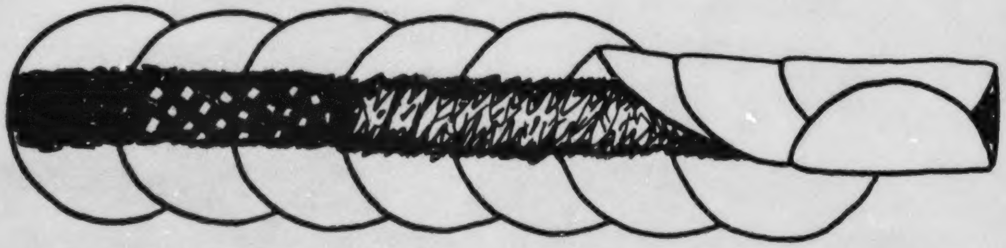
Burrito: 1-1 1/2 dozen frozen flour torillas (7-10 inch size, warmed to room temperature.
2 quarts homemade or canned chili (3-30 oz cans) with or without beans.
2 cups chopped onion
3 cups shredded jack or Cheddar cheese
2 large heads lettuce
1 basket cherry tomatoes, whole or halved

Garnishes: Tomato salsa (recipe follows)
1 cup thinly sliced green onion
2 cups sour cream
2 cups guacomole or frozen avocado dip
2 cups shredded jack or Cheddar cheese

Tomato Salsa: Combine in bowl:
1 jar green chili salsa
2 medium tomatoes, seeded and chopped
3 green onions (thinly sliced)
1/2 green pepper (chopped)
salt and pepper to taste

To assemble Burrito: Heat the chili to simmering. Overlap the tortillas on a clean 6-7 foot board. Put the chili down the center of the tortillas in a 2-inch wide strip. Sprinkle with chopped onion and 3 cups shredded cheese. Roll one side up over filling, then roll to enclose filling, tucking seam underneath. It helps to have several people do this step at one time down the entire length of the burrito. Tuck lettuce leaves under burrito, garnish with cherry tomatoes, and sprinkle a little cheese on top.

To serve, cut into serving pieces and transfer to plates with spatula. Let your guests help themselves to garnishes.



Adapted from "Mexico comes to Palos Verdes for this Christmas party", Sunset, December, 1980.

Supplement 4.71
NUTRITION AND FOODS
Coping/Surviving
(worksheet

FAMILY FOOD CHOICES

Directions: List foods in appropriate categories in the chart below. Which are eaten frequently, occasionally, seldom, or never by your family. Compare your chart with others. What reasons can you think of for differences in food preferences?

Put an x beside those foods you consider to be low in cost.

Frequently	Occasionally	Seldom	Never	Reason

Supplement 4.71
NUTRITION AND FOODS
Coping/Surviving

WHAT WOULD YOU EAT?

Directions: From the list below, select foods you and your family would eat (*). Make a check mark beside those eaten frequently by you and your family.

Vegetables/Fruits

Green beans
Tomatoes
Greens
Corn
Avocado
Endive
Eggplant
Zucchini
Melons
Papaya
Bean sprouts
Cabbage
Pineapple
Onions
Sweet Potatoes
Seaweed
Lentils

Breads/Cereals

Rice
Tortilla
Taco
Bagel
Cracker
Whole wheat bread
White bread
Pumpernickle bread
Macaroni
Spaghetti
Strudel
Grits

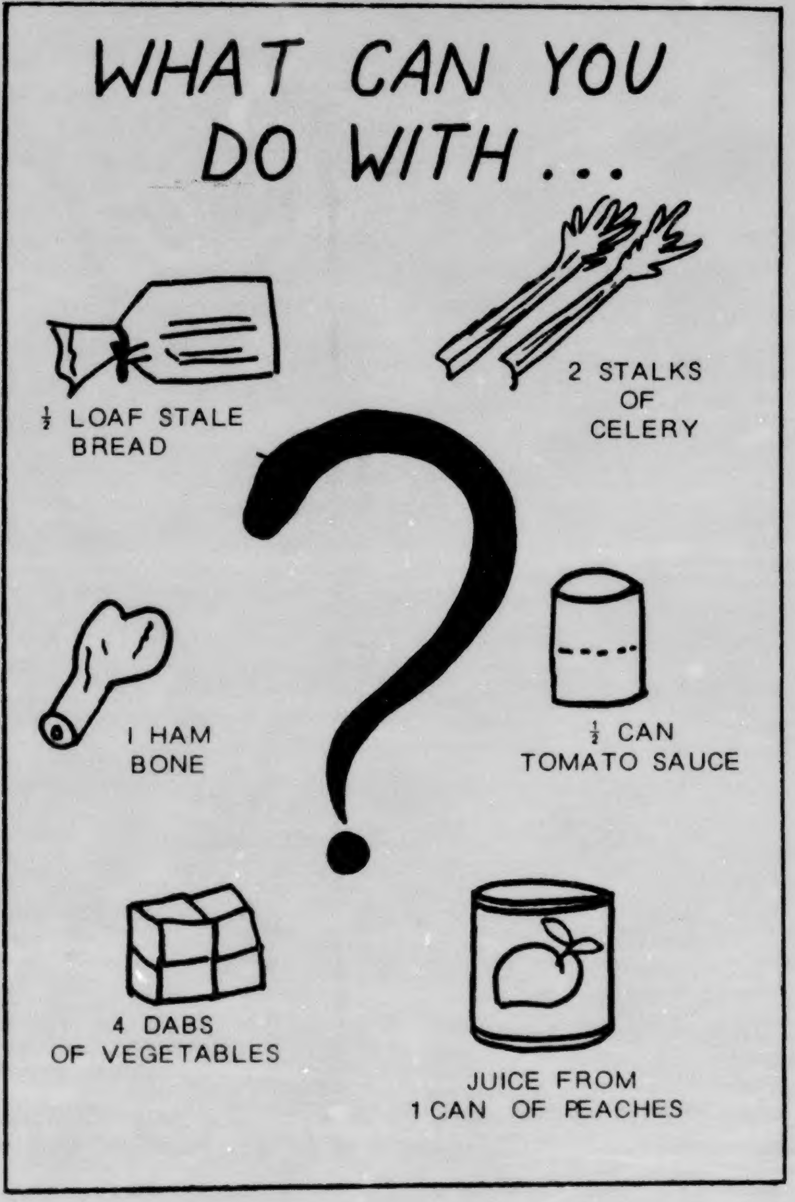
Meats/Beans/Nuts

Soy beans
Refried beans
Pinto beans
Dried beans
Peanut butter
Tyropetta (cheese pie)
Sweet n' sour pork
Knishes
Ham
Pigs feet
Brains
Hamburger
Beef tongue
Eggs
Rabbit
Chicken
Roast beef

Milk/Dairy

Evaporated milk
Swiss cheese
Yogart
Ice cream
Sweetened condensed milk
Custard
Pudding
Homogenized milk, whole
Skim milk
Buttermilk
American cheese
Cottage cheese

RECYCLING--STEPS TO SAVING


WHAT CAN YOU DO WITH...
½ LOAF STALE BREAD
2 STALKS OF CELERY
1 HAM BONE
½ CAN TOMATO SAUCE
4 DABS OF VEGETABLES
JUICE FROM 1 CAN OF PEACHES

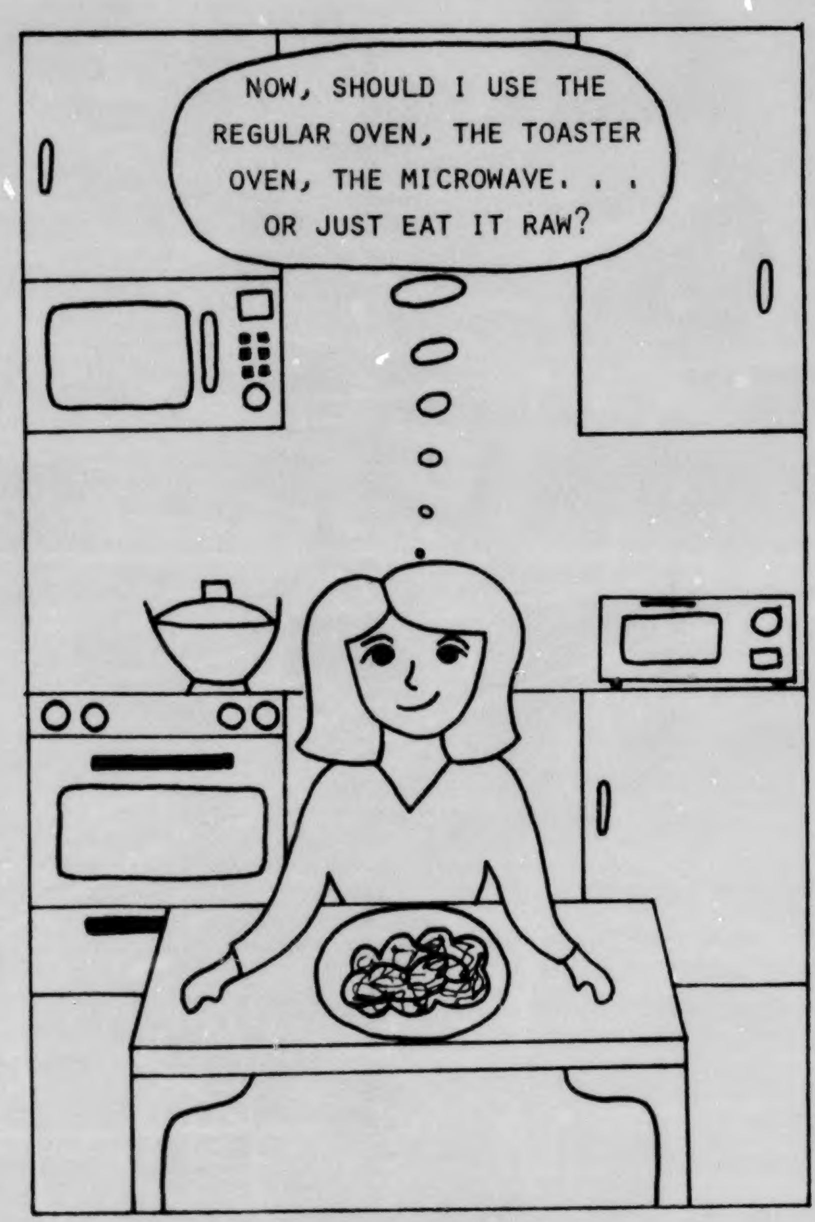
USE IT UP

LUSCIOUS LEFTOVERS

FOOD	NEW DISHES
1. Roast beef	
2. Ham	
3. Potatoes	
4. Bread	
5. Fruit	
6. Dried beans	
7.	
8.	
9.	
10.	

Example: leftover vegetables - Pot pie

STEPS TO CONSERVING ENERGY


NOW, SHOULD I USE THE REGULAR OVEN, THE TOASTER OVEN, THE MICROWAVE. . . OR JUST EAT IT RAW?

CONSERVATION CHECKLIST FOR THE KITCHEN

Directions: This checklist is designed to help you identify ways to become a better energy manager. Decide which practices you currently do and which you plan on doing in the near future.

Have Done	Will Do	COOKING
		1. Never boil water in an open pan. Water will come to a boil faster and use less energy in a kettle or covered pan. Be sure to fill it up with only the water you need.
		2. Keep range-top burners and reflectors clean. They will reflect the heat better, and you will save energy.
		3. Match the size of pan to the heating element. More heat will get to the pan; less will be lost to surrounding air.
		4. Watch the clock or use a timer; don't continually open the oven door to check food. Every time you open the door heat escapes and the oven temperature drops 25-30 degrees.
		5. Preheat oven only when necessary. Dishes requiring more than an hour's baking time may be placed in a cold oven. There's no need to preheat for broiling or roasting.
		6. Turn off the heat just before food is done. Retained heat will complete the cooking process for about five minutes at no extra cost.
		7. Use flat-bottom, clean utensils with straight sides and tight-fitting lids. Heat will be more evenly distributed and lose less energy.
		8. Bake several things at once. Plan oven meals; two or three dishes can be baked with little more energy than for one. If 3 dishes require 3 different temperatures (325°-350°-375°) select the mean temperature (350°) and bake all three, making a small adjustment in cooking time.

Have Done | Will Do

9. Defrost all food before cooking. It takes more energy to cook frozen foods than completely thawed foods. This is true whether you're cooking in the oven, under the broiler, or on top of the range.

10. Check the seal on the oven gaskets by trying to pull a piece of paper out of the door when it is closed. If the paper slides through, replace the gasket.

11. Cook in the microwave or use a pressure cooker when possible. They can save energy by reducing cooking time.

12. Use small amounts of water to cook vegetables. Start cooking on high, then reduce to simmer when liquid comes to a boil to complete the cooking.

13. Use the self-cleaning feature on ovens right after cooking, when the oven is still not. Use only when necessary.

14. Self-Cleaning ovens use less energy for baking and roasting because they are better insulated than other ovens.

15. When cooking on a gas stove, make sure the pilot light is burning efficiently - with a blue flame. A yellowish flame indicates an adjustment is needed.

16. When purchasing a gas oven or range, look for one with an automatic (electronic) ignition system instead of pilot lights. Average gas use saved can be up to 47% - 51% in

17. Use moist heat to heat rolls, biscuits, and other items. The steam from uncovered pots and pans can be used to heat other items. Put a wire screen over the top of the pot and place rolls on the screen. They will be warm in 5-10 minutes. Double boilers can also be used to heat up 2 items at once.

18. Use "high" only to bring food to steaming, then switch to lowest heat needed to complete cooking. The less heat used, the less energy required.

19. Cook one-pot recipes. Many recipes are available for a complete "one-pot" meal that can be cooked on just one surface unit. This is economical because during most of the cooking time the unit is on "simmer".

DISHWASHERS

1. Run the dishwasher only when full. This not only saves watts, water and money, but time and maintenance as well.

Have Done | Will Do

2. Run the dishwasher only during the cooler part of the day, in the morning or after 9 p.m. This reduces the load on the air conditioner and avoids peak energy times. During peak energy periods (late afternoon and early evening), electric utilities often must use back-up generating equipment that is not energy efficient.

3. Let dishes air dry. If the dishwasher doesn't have an automatic air-dry switch, turn off the control knob after the final rinse. Prop the door open and the dishes will dry faster.

4. Don't use the "rinse-hold" on the dishwasher. It uses 3-7 gallons of hot water each time you use it.

5. Scrape dishes before loading them into the dishwasher so you won't have to rinse them. If they need rinsing, use cold water.

6. Use detergents and other cleaning agents specifically recommended by the manufacturer. Measure carefully. Too much or too little can reduce operating efficiency.

7. When buying a dishwasher, look for a model with air-power and/or overnight dry settings. These features automatically turn off the dishwasher after the rinse cycle. This can save you up to 10% of your total dishwashing energy costs.

8. When buying a dishwasher, look for a model that has a water heating element as part of the dishwasher. The water heater in the house can then be kept at 105-120 degrees and the dishwasher will heat the water to 140 degrees (the temperature recommended for dishwashers).

REFRIGERATOR/FREEZER

1. Open the refrigerator door only when necessary. Try to remove everything for a meal at the same time. It will reduce the running time of the compressor and save on electricity.

2. Replace faulty gaskets. Check gaskets by closing the door on a dollar bill; if you can pull it out freely, cold air is being lost and energy wasted.

3. Avoid frost build-up. Manual-defrost freezers should be defrosted when the frost is ¼" thick. Ice build-up of more than ¼" reduces the cooling power of the coils which causes the compressor to work harder and therefore wastes electricity.

Have Done	Will Do	
		4. Don't block air circulation. Don't store items against the air inlet and interfere with cold air circulation.
		5. Clean condenser coils twice a year with a soft brush or vacuum cleaner. The condenser coils (beneath or behind the unit) collect dirt which can significantly reduce efficiency.
		6. Place the refrigerator in the coolest part of the room away from the range or heater.
		7. Cover all liquids stored in the refrigerator because evaporation causes frost to build up.
		8. Don't keep your refrigerator or freezer too cold. For normal operation, a temperature of 35 to 40 degrees is recommended for the refrigerator section and a setting no lower than zero degrees is recommended for the freezer. Use a refrigerator thermometer or outdoor thermometer to check the temperature. Leave the thermometer in at least fifteen minutes before reading it.
		9. Keep the freezer as full as possible. It will use less energy and prevent heavy icing.
		10. Turn off, empty, clean and leave refrigerator door open when taking an extended vacation.
		11. Consider buying refrigerators and freezers that have to be defrosted manually. Although they take more effort to defrost, these appliances use less energy than those that defrost automatically.
		12. Many refrigerators have heating elements in their walls to prevent condensation on the outside. Some newer models have switches to turn off these heaters, and they should be left off in air-conditioned homes where humidity is not a problem.

WATER

Have Done	Will Do	
		1. Repair leaky faucets promptly. One drop a second can waste as much as 60 gallons of hot or cold water in a week.
		2. Use cold water rather than hot to operate the food disposal. This saves the energy needed to heat the water, is recommended for the appliance, and aids in getting rid of grease. Grease solidifies in cold water and can be ground up and washed away.
		3. Install an aerator in the kitchen sink faucet. By reducing the amount of water in the flow, less hot water is used and thus energy that would have been required to heat the water is saved. The lower flow pressure is hardly noticeable.

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Have Done	Will Do	
		4. Don't wash or rinse dishes in running water. A sinkful of wash water and one of rinse water will do the job just fine.
		5. Don't let the faucet run when scrubbing vegetables or preparing other foods. Use the sink or pot of water instead.

Source: Ruth Pestle, Project Director. Integrating Voluntary Simplicity of Lifestyle into Home Economics. Florida Department of Education, 1981.

ENERGY EXPERIMENTS

Divide into groups and perform one of the following energy experiments.

1. Bring two pans of water to a boil. Place an egg in each pan. Using the same size burner for both pans, set one burner on the highest heat. Set the other on simmer. Time them for three minutes. Empty water from pans at the same time and check results. Is one egg doner than the other? Which method required the most energy?

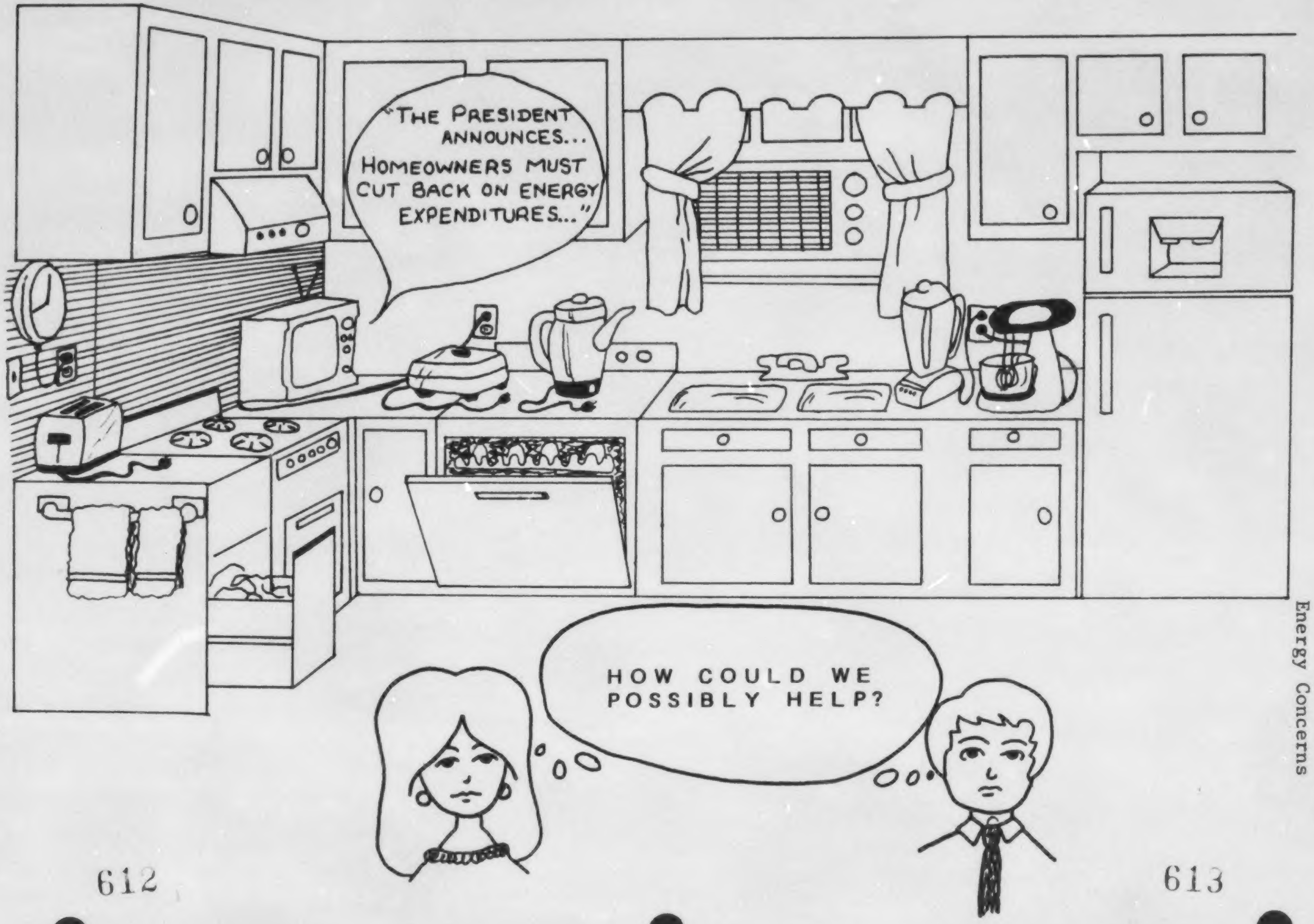
2. Cook two eggs varying techniques in relation to one of the following:
   -starting with cold vs. hot water
   -covered or uncovered
   Be sure to keep the heat setting the same, and time the same, and burner size the same. What do you conclude about the results?

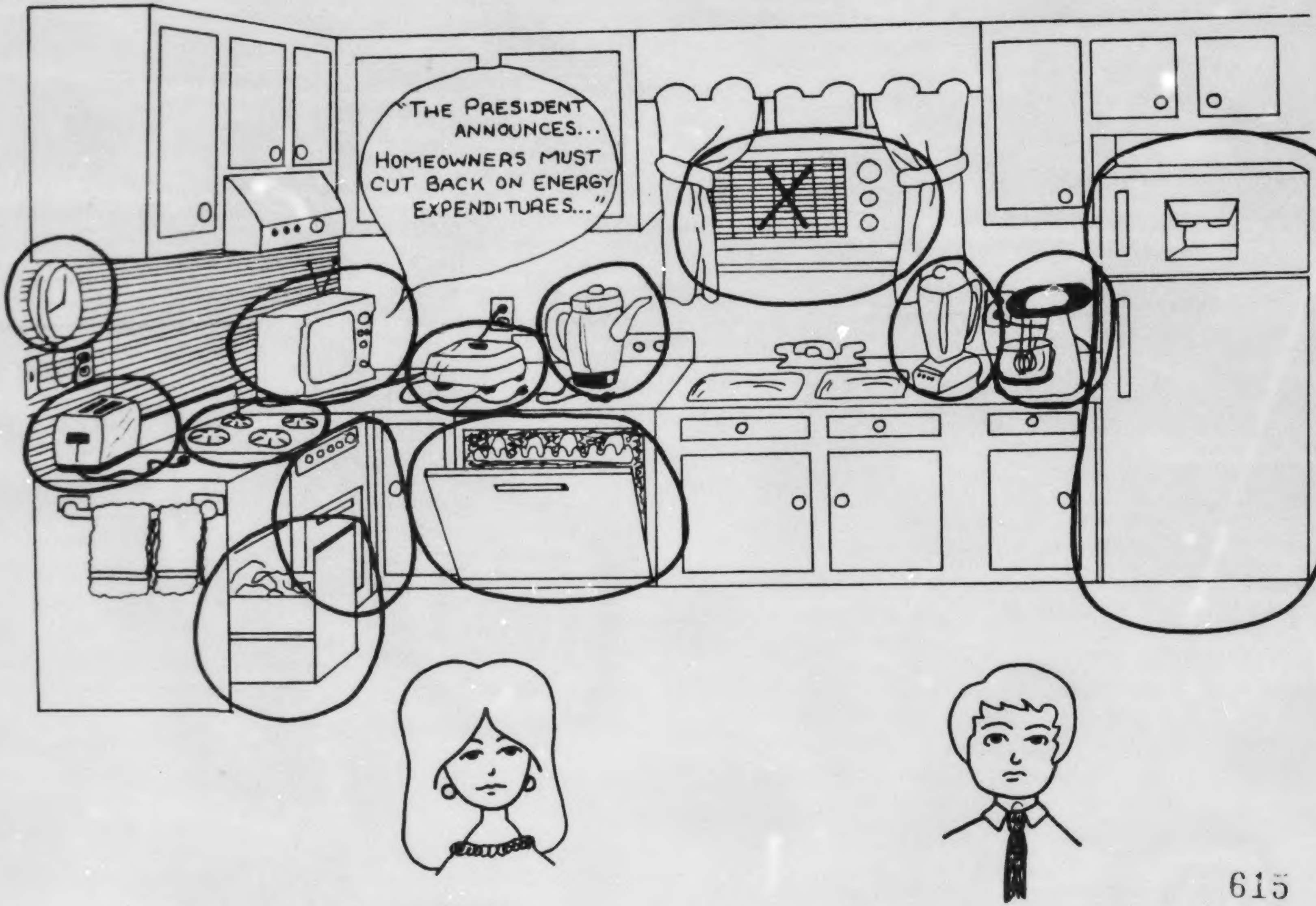
3. Make solar tea and regular tea. To make solar tea, place three teabags in a quart glass jar of cold water from the faucet. Cover and place in the sun for at least half a day. Compare cost, clarity, and flavor of tea made by the two methods.

   Also consider energy differences in cooling the tea. How long does it take each to cool in the refrigerator or how mnay ice cubes does each melt?

   A special note--solar tea does not get cloudy when refrigerated. Tea made with boiling water may get cloudy if put into the refrigerator while still too warm.

SOURCE: Energy Management Strategies for Colorado Home Economics Teachers.
Colorado State Board of Community Colleges and Occupational Education.


"THE PRESIDENT ANNOUNCES... HOMEOWNERS MUST CUT BACK ON ENERGY EXPENDITURES..."
HOW COULD WE POSSIBLY HELP?


"THE PRESIDENT ANNOUNCES... HOMEOWNERS MUST CUT BACK ON ENERGY EXPENDITURES..."

Supplement 4.91
NUTRITION AND FOODS
Energy Concerns
(worksheet)

IDENTIFY THE LARGE ENERGY USERS

Directions: Below are listed various appliances found in our homes. Using a scale from one to ten, rate the appliances from high to low in estimated average energy use each month. The largest energy user will rate number 1. Guess if you don't know the answer. Then check with your teacher to find if you rated them correctly.

Appliance	Rating in Energy Use Per Month
Range	______
Coffee pot	______
Electric skillet	______
Waffle iron	______
Mixer	______
Toaster	______
Microwave	______
Refrigerator/Freezer	______
Dishwasher	______

KEY: 2,7,6,9,3,8,5,1,4.

COST OF COOKING

What you cook, how much you cook, and how long you cook, determines what appliances to use. Using the information below, Cooking to Save Energy - It Doesn't Just Happen, decide:

1) Which cooking method uses the least Kilowatt hours? the most? (do this for each food item) example: for meat loaf, the pressure cooker uses the least amount of kilowatts.

2) Which cooking method is the cheapest? (do for each food item) example: for meat loaf, the method that uses the least number of kilowatt hours is the method that is also the cheapest. Therefore, the pressure cooker is also the cheapest method.

3) How much money is saved by cooking with the cheapest method compared to cooking with the most expensive method? example: for meat loaf, the cheapest method is the pressure cooker which uses 3.1¢, the most expensive method, the conventional oven uses 6.6¢. The difference between the two methods (6.6-3.1) is 3.5¢.

COOKING TO SAVE ENERGY - IT DOESN'T JUST HAPPEN

What to cook, how much and how long, determine what appliance to use. One study* made these comparisons.

*(Calgary Power, Calgary, Canada)

Food	Cooked In	Electric Consumption	Approximate Cost @ 6¢/kwh
X-rib roast (3-3½ lbs)	Electric Skillet	0.7 kwh	4.2¢
	Pressure Cooker	0.7 kwh	4.2¢
	Microwave Oven	1.1 kwh	6.6¢
	Conventional Oven	1.3 kwh	7.8¢
	Slow Cooker	2.2 kwh	13.2¢
Meatloaf (2 lbs. ground beef)	Pressure Cooker	0.52 kwh	3.1¢
	Microwave Oven	0.775kwh	4.7¢
	Slow Cooker	0.85 kwh	5.1¢
	Conventional Oven	1.1 kwh	6.6¢
Glazed Pork Loin Roast (3½ lbs.)	Microwave Oven	0.56 kwh	3.4¢
	Pressure Cooker	0.8 kwh	4.8¢
	Conventional Oven	1.4 kwh	8.4¢
	Electric Skillet	1.42 kwh	8.5¢
	Slow Cooker	1.76 kwh	10.6¢

Food	Cooked In	Electric Consumption	Approximate Cost @ 6¢/kwh
Roast Chicken (3-3½ lbs.)	Microwave Oven	0.5 kwh	3.0¢
	Pressure Cooker	0.53 kwh	3.2¢
	Slow Cooker	0.8 kwh	4.8¢
	Electric Skillet	1.05 kwh	6.3¢
	Conventional Oven	1.3 kwh	7.3¢
Fresh Green Beans (seasonings & ham)	Surface of Conventional Range	0.28 kwh	2.1¢
	Pressure Cooker	0.38 kwh	2.3¢
	Microwave Oven	0.46 kwh	2.8¢
Carrots (6-8 medium with sauce)	Surface of Conventional Range	0.2 kwh	1.2¢
	Pressure Cooker	0.25 kwh	1.5¢
	Microwave Oven	0.28 kwh	1.7¢
Baked Beans	Pressure Cooker	0.7 kwh	4.2¢
	Slow Cooker	1.2 kwh	7.2¢
	Microwave Oven	1.96 kwh	11.8¢
Fruit Crisp	Microwave Oven	0.25 kwh	1.5¢
	Electric Skillet	0.43 kwh	2.6¢
	Conventional Range	0.6 kwh	4.8¢
Cookies (3½ - 4 doz)	Microwave Oven	0.2 kwh	1.2¢
	Conventional Oven	0.67 kwh	4.0¢

Note: The cost @ kwh may not be accurate for your area or at this time. Power companies usually use a sliding scale, with the first kwh used being more expensive than those over a specified amount. For instance, in 1982 one power company charged 8.623¢ for the first 30 kwh but only 3.929¢ for those over 1500 kwh. However, the comparisons between appliances will be accurate no matter what cost figure you use since they are based on the numbers of kwh used for each appliance.

Source: Chart prepared by Kathleen E. Wood, Florida Cooperative Extension Service, and reprinted from Integrating Voluntary Simplicity of Lifestyle into Home Economics. Florida Department of Education, 1981.

Supplement 4.91
NUTRITION AND FOODS
Energy Concerns

IF YOU . . . . YOU WILL

		Waste	Save
1.	plan menus to cut down on shopping trips,	______	______
2.	decide what to eat while the refrigerator door is open,	______	______
3.	rinse dishes under running hot water,	______	______
4.	cover pans while cooking on stove,	______	______
5.	have meals that require no cooking,	______	______
6.	run the dishwasher with one-half load,	______	______
7.	allow the refrigerator to build-up 2 inches of frost before defrosting,	______	______
8.	cook more than one dish at a time in the oven,	______	______
9.	run two full-sized freezers each one-half full,	______	______
10.	use small appliances or the microwave oven, when possible, instead of oven,	______	______
11.	use the oven to warm the kitchen,	______	______
12.	check seals on the refrigerator to see that they are tight-fitting,	______	______
13.	run the refrigerator with only the catsup and ½ jar of pickles in it while you're on vacation,	______	______
14.	cook separate meals for each family member,	______	______
15.	leave the coffee pot on all day,	______	______
16.	use small pans on large burners,	______	______
17.	vacuum the coils at the back of refrigerator regularly,	______	______
18.	keep the oven clean,	______	______
19.	do not let water run while doing dishes,	______	______

Source: Energy Management Strategies for Colorado Home Economics Teachers. Colorado State Board of Education.

FOOD PREPARATION SURVEY

Divide into groups and prepare a food using different equipment. Evaluate results with the following scale: Excellent, very good, good, fair, poor.

Task	Time Required (length of preparation)	Quality (overall flavor)	Effort	Comments
Toast in oven				
Toast in toaster				
Food Processor				
Knife				
Microwave Oven				
Standard Oven				
Rotary Beater				
Electric Mixer				
Blender				
Hand chopping or mixing				
Standard Oven				
Convection Oven				
Electric Skillet				
Range top				
Solar Tea				
Instant Tea				
Tea with boiling Water				

CONVENIENCE FOODS VS. HOMEMADE FOOD

Convenience foods require less preparation than foods that are homemade or prepared from scratch. That is because some of the work has already been done. Convenience foods come in many forms. Perhaps you did not realize that even canned foods are a type of convenience food. Mixes of all types are convenience foods, as are frozen foods.

Convenience foods often cost more because of the extra labor costs. This is not always the case, however. Canned tomatoes are usually cheaper than fresh ones. Other canned and frozen fruits and vegetables are often cheaper because they are bought in huge lots and are processed at the time of year when they are plentiful and also near where they are grown. You may be able to buy fresh fruits and vegetables more cheaply when they are in season in your local area. Other convenience foods may be cheaper than fresh or those you make if they come in a powdered or dehydrated form. Many foods contain a high percentage of water, so we pay for shipping the water if the food is transported very far. Still another reason that homemade food sometimes costs more is that, for something you don't make very often, you may have to buy special ingredients. If part of these ingredients isn't used in something else, your expense can be high.

People must consider the cost of the convenience us. homemade food in relation to the time they have to cook. The flavor must also be considered. How well you can cook may make a difference here. An expert cook may be able to make a food from scratch that tastes better than the convenience food--but not everyone can do this. There is also the matter of what you have gotten used to. Many young people prefer the taste of some convenience foods because that is what they have grown up with.

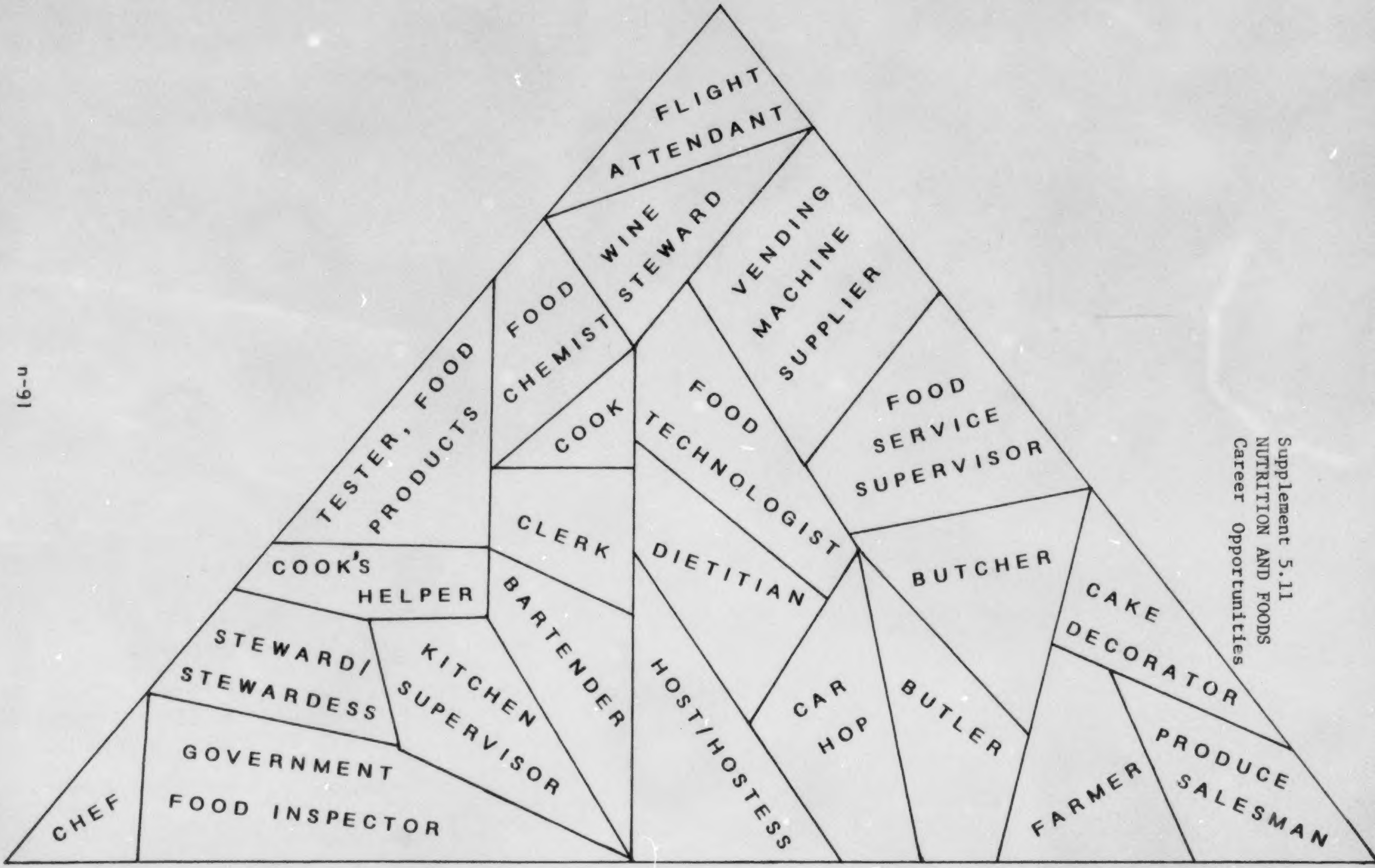
Make your own comparison of some foods prepared from scratch vs. convenience foods. Divide into groups and select a food that can be prepared both ways. Each group should prepare different foods so that your class can make more comparisons.

Keep a record of the time it takes to prepare and cook both forms of the food, as well as clean-up time. Make a break-down of how much time is used for the different stages--often the cooking time will be the same.

Have a tasting session so that the whole class samples all products. Do not tell other groups how the food was prepared until they evaluate the flavor, texture, and color.

Compare the cost of the foods. If the time to cook differed very much, you may also want to figure the energy cost--or save the record of cooking time to compare in a later lesson on energy. Discuss the merits of different foods prepared from scratch vs. convenience forms. How did what you prepared compare in relation to TIME? MONEY? TASTE?

PUTTING THE PIECES TOGETHER


FLIGHT ATTENDANT
WINE STEWARD
VENDING MACHINE SUPPLIER
FOOD CHEMIST
TESTER, FOOD PRODUCTS
COOK
FOOD TECHNOLOGIST
FOOD SERVICE SUPERVISOR
CLERK
COOK'S HELPER
DIETITIAN
BUTCHER
CAKE DECORATOR
STEWARD/ STEWARDESS
KITCHEN SUPERVISOR
BARTENDER
HOST/HOSTESS
CAR HOP
BUTLER
PRODUCE SALESMAN
GOVERNMENT FOOD INSPECTOR
CHEF
FARMER

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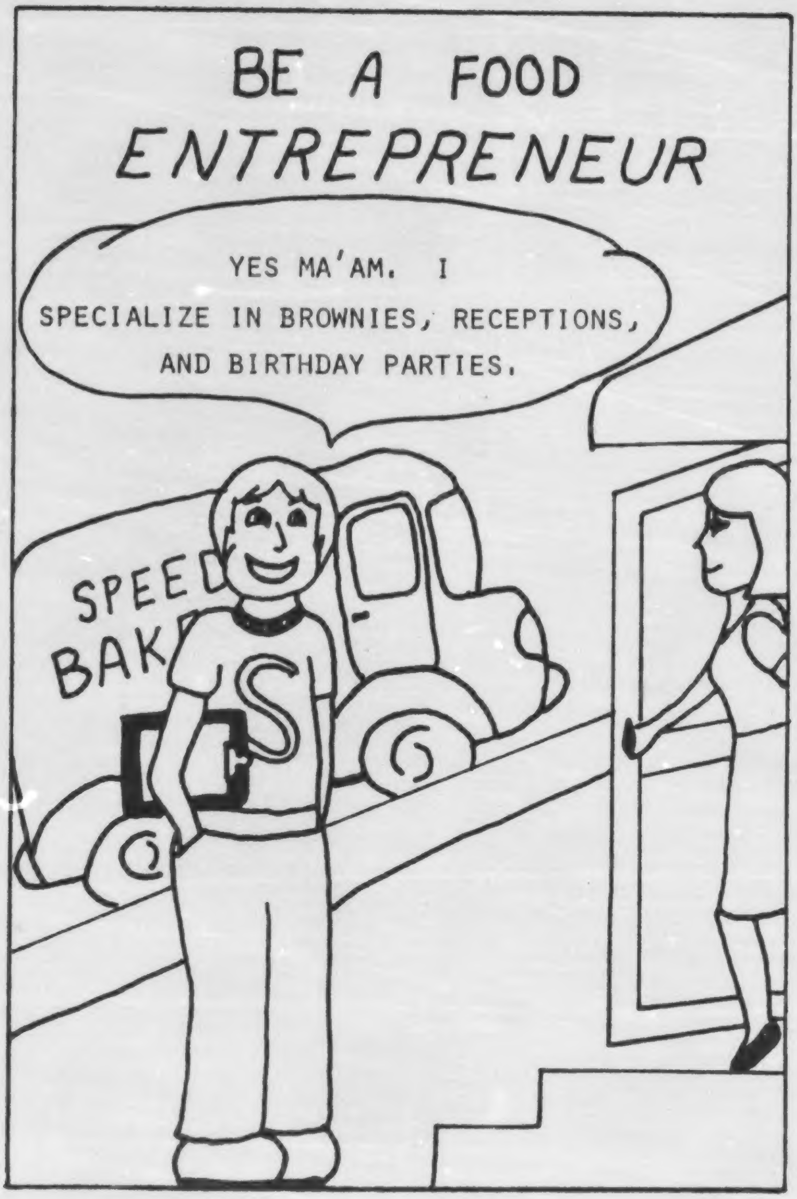
Supplement 5.11
NUTRITION AND FOODS
Career Opportunities

Supplement 5.21
NUTRITION AND FOODS
Entrepreneurship

STEPS TO A CAREER


BE A FOOD ENTREPRENEUR
YES MA'AM. I SPECIALIZE IN BROWNIES, RECEPTIONS, AND BIRTHDAY PARTIES.
SPEED BAK
S

STEPS

SURVIVING TODAY'S EXPERIENCES AND PROBLEMS

SUCCESSFULLY

MANAGEMENT

MANAGEMENT

We use management practices in our everyday lives, often without recognizing them as such. People set goals, make plans, carry out plans, and evaluate, often without recognizing that the process is going on. They are such a part of everyday life for many of us that we take the management processes for granted.

Yet not everyone uses the management processes effectively--some people fail to use some of the processes at all. But it is through use of the management concepts that we can get control over our lives--and people who feel that they have control over their own lives are usually good managers.

It is in the Management Unit that students can learn to go beyond simply coping with or responding to external demands. Yet students and adults often have so many things that must be coped with that it is easy to lose sight of where we are trying to go. Management helps with coping, but it also can help move us toward our goals.

Because students in the 9th and 10th grade tend to be more present oriented than future oriented, a special effort has been made to place this unit within the context of the present and near future. Some consideration of the future is included in the career section, however.

Since decreased productivity in the U.S. has become a major concern within business and industry, this unit includes a section related to productivity. This concept ties together various subconcepts relating to getting work done with less strain and effort, dividing work, body mechanics, and motivation. It also includes storage so that things are easy to find, work heights, placement and choice of supplies and equipment, as well as scheduling work at the best times.

The career section help students relate what they have learned to careers in any managerial position, as well as to how management practices contribute to success in nearly any work.

Ideas for FHA Chapter activities and Extended Learnings in the home and community are listed at the end of the unit just before the supplement section.

CONCEPT CHART

MANAGEMENT

	Lesson Topic
1.0 WHY SHOULD I MANAGE	
1.10 Responsibility	1.11 Personal responsibility for setting goals
	1.12 Personal responsibility for reaching goals
1.20 Managing Scarce Resources	1.21 Identify scarce resources
	1.22 Suggest substitute for scarce resources
1.30 Self-image	1.31 Changes in management to improve self-image
2.0 DECISION MAKING	
2.10 Ways to Decide	2.11 How decisions made
2.20 Rational Decisions	2.21 Use 5-step process
2.30 Responsibility	2.31 Predict consequences/accept responsibility
3.0 RESOURCE MANAGEMENT	
3.10 Appreciation	3.11 Of human resources
3.20 Appreciation	3.21 Show respect for material possessions
3.30 Getting Control of Your Time	3.31 Improve time management
3.40 Getting Control of Your Money	3.41 Money management
3.50 Energy Concerns	3.51 Interchangeability of human and nonhuman energy
	3.52 Efficient use of human/nonhuman energy
3.60 Recycling	3.61 Analyze resources used in recycling
3.70 Other Human Resources	3.71 Value of skills and abilities
3.80 World Influences	3.81 Effect on management of resources
4.0 I HAVE A PLAN	
4.10 Planning Process	4.11 Type of plan for situation
	4.12 Type of standards and sequencing
	4.13 Make a plan including standard and sequencing
4.20 Coping/Surviving	4.21 Make plan for coping with event
	4.22 Value of standing plans
	4.23 Make stand-by plan
4.30 Leadership Qualities	4.31 Leadership in planning project or activity
5.0 KEEP THE SHOW ON THE ROAD	
5.10 Controlling	5.11 Ways to control plan
	5.12 Adjust plan (standard or sequence)

6.0 PRODUCTIVITY - THE EASY WAY

6.10	Productivity	6.11	How increase productivity the easy way
6.20	Preventing Strain & Fatigue	6.21	Lifting and moving objects (body mechanics)
		6.22	Work heights-arrangement of equipment
		6.23	Scheduling to reduce fatigue
6.30	Making Work Easier	6.31	Supplies and equipment to make work easier
		6.32	Simplify activity
6.40	Human Relationships	6.41	Share work to improve productivity/human relationships
6.50	Responsibility	6.51	Increase productivity with sense of responsibility

7.0 CAREER AWARENESS

7.10	Careers	7.11	Careers in management
7.20	Entrepreneurship	7.21	Feasibility of self-employment
7.30	Management Practices	7.31	Management in other careers

Unit: MANAGEMENT **Concept:** WHY SHOULD I MANAGE - Responsibility

Competency 1.10 The learner will describe the responsibility one has for reaching goals.

Learner Outcome 1.11 The learner will explain the personal responsibility involved in setting goals.

Activities	**Resource Materials**
Discuss the bulletin board in relation to your responsibility for managing your own ship. (Reminder that your ship represents your own life.) What are some responsbilities this involves? If you were setting out on a voyage, what might be your destination?	Supplement 1.11. STEPS Toward Responsibility: Managing My Own Ship.
What are the goals for your life? Write some of your goals on small sails and add to the bulletin board.	
Read to find out about goals and how they are set. Discuss how goals grow out of values. How are values and goals your own reponsibility?	Chamberlain et al. Teen Guide. pp. 200-203. Foster et al. Creative Living. pp. 126, 129-132. McGinley. People: Caring, Deciding, Growing. pp. 150-154
Complete Goal Check and write a story about the goals listed.	Supplement 1.11. Goal Check.
Discuss the transparency and reading in relation to how difficult goals are that you set. How does this involve responsibility? Identify goals teenagers sometimes have. Write them on the board and then discuss how realistic the goals are. Sort into three sets: not very realistic, somewhat realistic; realistic. Discuss how you decided and what might affect how realistic each is. What is your responsibility for setting goals that you can achieve?	Supplement 1.11. See-saw.
View Filmstrip 1, Deciding Your Goals, and discuss. Complete Activity Sheet 3, Turning Values Into Goals.	TIME OF YOUR LIFE. Tupperware.

Unit: MANAGEMENT **Concept** : WHY SHOULD I MANAGE - Responsibility

Competency 1.10 The learner will describe the responsibility one has for reaching goals.

Learner Outcome 1.12 The learner will explain the personal responsibility involved in reaching goals.

Activities	**Resource Materials**
Write four or your present goals and four future goals in the chart. List factors that may affect your reaching them. Then describe your responsibility in whether or not the goals are achieved.	Supplement 1.12. Where Are Your Goals Going?
Discuss things that may stand in your way of reaching goals. Role play these situations in both positive and nagative ways--showing responsibility for reaching the goal vs. letting things interfere or saying it was someone else's (or something else's) fault you didn't reach it. Discuss differences in attitude, actions, and outcomes that result.	
Discuss the bulletin board in relation to personal responsibility for reaching the destination. What might you do to reach the goal? What do people let stand in their way?	Supplement 1.11. STEPS Toward Responsibility: Managing My Own Ship.
View Filmstrip 2, Exploring What You Need, and discuss. Complete Activity Sheet 4, Your Best Resource, You!	TIME OF YOUR LIFE. Tupperware.

Unit: MANAGEMENT **Concept** : WHY SHOULD I MANAGE - Managing Scarce Resources

Competency 1.20 The learner will explain why better management is needed when resources are scarce.

Learner Outcome 1.21 Given situations, the learner will identify which resources are scarce.

Activities	Resource Materials
Discuss what resources you will need to reach your destination. How much time will it take? How much money? What things (material resources) will you need? What skills and abilities will you need?	Supplement 1.11. STEPS Toward Responsibility: Managing My Own Ship.
Read about resources and find the various ways they are classified (human, non-human; material; personal; etc.). How are the various resources classified.	Chamberlain et al. Teen Guide. pp. 210-213. Foster et al. Creative Living. pp. 133-134. McGinley. People: Caring, Deciding, Growing. pp. 154-155, 161-162.
Play the game Resource Lotto to get familiar with various types of resources.	Supplement 1.21. Resource Lotto.

Unit: MANAGEMENT **Concept :** WHY SHOULD I MANAGE - Managing Scarce Resources

Competency 1.20 The learner will explain why better management is needed when resources are scarce.

Learner Outcome 1.22 Given situations in which resources are limited, the learner will suggest a substitute.

Activities	Resource Materials
Make up a story about your resources during the trip (see bulletin board). One person starts with the statement, "I have set sail for ___________." The next person says, "I have on board __________." This continues with each person telling a new facet of the story that relates to resources still available. Example: "The first day out we had a huge dinner. The cook said ________." Continue with episodes in which resources get scarce and substitutes of other resources that are made. Discuss how substitutes were made for scarce resources, such as time and skill used to fish when food got low. Why would you be more concerned with managing your resources when they got scarce?	Supplement 1.11. STEPS Toward Responsibility: Managing My Own Ship.
Identify one of your own goals. List the resources you have for reaching it. Then list what resources you lack or have in short supply.	
Read to find out more about resources. Discuss ways of using resources.	Chamberlain et al. Teen Guide. p. 213. Foster et al. Creative Living. pp. 134-135.
Brainstorm for ways one resource can be substituted for another.	McGinley. People: Caring, Deciding, Growing. pp. 163-167.
Discuss why we need to conserve resources that are in short supply.	

Unit: MANAGEMENT **Concept** : WHY SHOULD I MANAGE - Self-Image

Competency 1.30 The learner will describe ways of improving self-concept through management practices.

Learner Outcome 1.31 Given situations in which poor management practices affect self-image, the learner will suggest possible changes to be made.

Activities	Resource Materials
Stick pennants with your initials in a Feel Wheel to show how you would feel about yourself in the situations. Discuss how management practices would have been involved in each situation.	Supplement 1.31. Feel Wheel.
Interview people who have it all together. Ask how they manage and how it makes them feel about themselves.	
Write an ending to the story Why Me? Share with the class.	Supplement 1.31. Why Me?
Discuss the transparency, You're in the Driver's Seat of Life, considering how teenagers feel when they find themselves at the end of a dead-end road. How can you reach the success destination?	Supplement 1.31. You're in the Driver's Seat of Life.
Complete the supplement, My Management Image. Decide what you might need to do to improve how you see yourself as a manager.	Supplement 1.31. My Management Image.
Discuss the futures wheel in the Supplement If You. . . How does carelessness sometimes affect your self-image as a manager?	Supplement 1.31. If You. . .
View Filmstrip I, Management: A Planning Process. Discuss how becoming a better manager affects self-image.	BASIC CONCEPTS IN HOME ECONOMICS: PROGRAM 2 - MANAGEMENT. Maclean Hunter (Butterick).
Discuss what you can do to be a "better you" through management.	Supplement 1.31. Take STEPS to Improve Self-image: Spring into Action.

Unit: MANAGEMENT **Concept** : DECISION MAKING - Ways to Decide

Competency 2.10 The learner will identify ways decisions are made and decide when each is appropriate.

Learner Outcome 2.11 Given case studies, the learner will identify the way decisions were made and tell if each was appropriate.

Activities	**Resource Materials**
Help conduct the following experiment, with most students "in the dark" as to what is happening. Prepare notecards for each class member. On one third of the cards write such messages as "John studied four hours for this test" or "Mary has a copy of the test." On one third of the cards write "Select the partner you most like to work with." On the last cards write some messages completely unrelated as "blinds." These can be slogans or nonsense syllables. Then have the teacher announce that there will be a test but that each student may pick a partner to work with during the test. Pass out cards to "help" students select a partner. After everyone has a partner, discuss why they made the decision they did. How many students who got the first set of cards selected a partner from knowledge based on information on the card? How many who got the second set of cards picked the person they most enjoy working with (based on feelings)? How many with the nonsense card picked the person they usually work with (habit)?	
Read to find out more about decision making.	Goodspeed et al. This is the Life. pp. 218-220. Cowan. A Family Is. . . pp. 174-177. Foster et al. Creative Living. pp. 26-29. McGinley. People: Caring, Deciding, Growing. pp. 168-170. Chamberlain et al. Teen Guide. pp. 204-205.

Activities	Resource Materials
Study the transparency and match the terms at the bottom to those on the head. Give examples of each type of decision.	Supplement 2.11. I make Decisions. . .
List five things you do out of habit rather than because you consciously think about them (brush your teeth, take a certain route home, etc.). List the pros and cons of habit as a way of deciding.	
Read situations and decide whether the impulses are good or bad. What impulse decisions have you made that were good? that were bad? What would you have done had you given the decision more thought?	Supplement 2.11. Just An Impulse.
Read to find reasons for impulse decisions. What can you do to be on guard against some of these?	Supplement 2.11. Reasons for Impulse Decisions.
Debate whether it is worse to risk the wrong decision or not to make a decision. Think of situations in which failing to make a decision or waiting too long to decide means you no longer can decide--someone decides for you or the boat has left.	
How does emotion or your feelings enter decision making when you get the facts?	
How can you balance finding enough facts to make a decision with making one too fast?	
Complete Decision Record and consider how you make decisions. Which decisions that you made recently were made in an appropriate manner?	Supplement 2.11. Decision Record.

Unit: MANAGEMENT **Concept:** DECISION MAKING - Rational Decisions

Competency 2.20 The learner will use the rational decision-making process.

Learner Outcome 2.21 Given a problem situation, the learner will use the five-step decision process in making the decision.

Activities	Resource Materials
Read to find out about the five-step decision making process. Discuss the steps and when it would be important to make a decision based on thinking about facts.	Goodspeed et al. This is the Life. pp. 219-223. Oppenheim. Living Today. pp. 23-26. McGinley. People: Caring, Deciding, Growing. pp.170-173. Foster et al. Creative Living. p. 127. Chamberlain et al. Teen Guide. pp. 206-209.
Complete the supplement to check that you recognize the steps in making a decision based on consideration of the facts.	Supplement 2.21. STEPS In Deciding.
Discuss why you can't make a rational decision until you identify problems about which decisions need to be made.	
Play Situations and Alternatives to see how many possibilities you can think of in solving a problem. Discuss the advantage in thinking of several possibilities to consider rather than doing the first thing that comes to mind.	Supplement 2.21. Situations and Alternatives.
Discuss how you can gather information and weigh each of the alternatives suggested. Tell what your final decision would be for some of the situations.	
Read the case study and complete the decision making chart.	Supplement 2.21. What To Do.

Unit: MANAGEMENT **Concept :** DECISION MAKING - Responsibility

Competency 2.30 The learner will recognize the individual responsibilities for the decision-making process.

Learner Outcome 2.31 Given a case study, the learner will explain the probable consequences of the specific decisions and responsibilities assumed in making those decisions.

Activities	**Resource Materials**
Read the case study and review the process by which the decision was make. Discuss the possible consequences of the decision. How will Boyd behave if he assumes the responsibility for whatever happens as a result?	Supplement 2.31. Boyd Makes a Decision.
Complete the activity with Decision Tree.	Supplement 2.31. Decision Tree.
Play the game One Step Leads To Another. Think of problem situations to use and discuss evaluating the outcome and accepting consequences.	Supplement 2.31. One Step Leads to Another.
Complete the chart and decide how you feel about choices you have made. Did you assume responsibility for the decision? What did you learn about making decisions?	Supplement 2.31. How Satisfied Am I With Choices I Have Made?

Unit: MANAGEMENT **Concept** : RESOURCE MANAGEMENT - Appreciation

Competency 3.10 The learner will recognize ways use of human resources enhances quality of life.

Learner Outcome 3.11 Given situations, the learner will identify ways human resources were used to enhance the quality of family life.

Activities	Resource Materials
View the bulletin board and discuss the human resources your family has.	Supplement 3.11. STEPS To Appreciation: Chugging Along to Family Appreciation.
Read A Day in the Life of Alex Appreciation. Discuss in what ways Alex took his own human resources (time, skills, and abilities) for granted. Rewrite the story showing how greater apprecation of human resources would enhance family life. Role play the situations or contrast in discussion.	Supplement 3.11. A Day in the Life of Alex Appreciation.
Discuss attitude as a human resource. How did Alex's attitude affect the quality of family life? Put students who role played other characters in the "hot seat" and question them about how they felt about Alex's behavior and attitude. Did they feel worse about their wasted time or about his attitude?	
Write a paragraph explaining the effect of your use of human resources (time, skills, ability, and attitudes) affect the quality of life in your family. You do not need to share this paper unless you want to. You may file it in your private file to review at a later time.	
Read about human resources and discuss ways to use them effectively.	Goodspeed et al. This is the Life. pp. 224-226.

Unit: MANAGEMENT **Concept :** RESOURCE MANAGEMENT - Appreciation

Competency 3.20 The learner will identify actions that express respect for material resources.

Learner Outcome 3.21 The learner will list ways teenagers can show respect for their own possessions as well as those of others.

Activities	Resource Materials
Answer the questions in How Do You Like It When . . .? and discuss how you feel when others do not show respect fro material resources.	Supplement 3.21. How Do You Like It When . . .?
Role play the unfinished situations in I Would. Discuss what each action shows about respect for the property of others.	Supplement 3.21. I Would.
Have buzz groups and develop a list of ways to show respect for your own property. Share these lists with the class. Make notes about how many ways you show respect for/carelessness about your own property.	
Make a Futures Wheel about results of carelessness about your own property: lost new sweater--didn't have it to wear--mother upset--had to buy another--didn't have money for something else needed (or someone in family had to forego something), etc.	
Survey the school and identify changes needed in how teenagers show respect for school property. Check lost and found to see what kind of things have been left.	
Have a poster contest to promote appreciation of property.	

Unit: MANAGEMENT **Concept:** RESOURCE MANAGEMENT - Getting Control of Your Time

Competency 3.30 The learner will identify ways to get control of his/her time.

Learner Outcome 3.31 Having kept a log of how time was used, the learner will analyze the use of time and identify improvements that could be made in controlling the time.

Activities	**Resource Materials**
Discuss the bulletin board Make Time Work for You.	Supplement 3.31. Make Time Work for You.
Write on a card how much an hour of your time is worth (the cash value). Under this tell you are usually very busy or not very busy. Take up the cards and show how much value students placed on their time in relation to how busy they felt.	
Discuss how you feel about the value of your time according to how mnay things you want to do. Survey some adults to find out what kind of a price tag they would put on an hour of their time? Do you think you value your time enough?	
Keep a record of how you spend your time for three days. Decide how to group the categories of time (recreation can include several types of activities). Average the time spent for each category for the three days ana make a pie chart of your time. Use the supplement Time Pie and make the different categories different colors to show how you used time. Note: any time that you cannot account for can be shown as Unaccounted, or it might be Rest or Recreation. The whole class should aggree on colors to use for certain categories.	Supplement 3.31. Time Pie.
Make a list of things you have wanted to do but for which you have not had time. Discuss what some of these are and how much time they might take. Make a list of things you need to do but haven't--study more, help at home more, etc.	

Management - Outcome 3.31

Activities	Resource Materials
Post the Time Pies and discuss variations. In what categories did you use more or less time? How does the value you placed on your time relate to how you used your time.	
Read to find out about time management and/or view the filmstrip. Discuss ways to make time work for you.	McGinley. People: Caring, Deciding, Growing. pp. 209-210. Chamberlain et al. Teen Guide. pp. 214-220.
Examine your Time Pie and the lists of things you want to do or need to do. Work out a new plan for use of your time.	
Have a buzz group to discuss how to make better use of your own time.	
Read the situations and discuss how establishing routines helps you control your time.	Supplement 3.31. Set Some Routines.
Complete Activity Sheet 12, Extending the Times of of Your Life. Discuss what might change or affect time use in the future.	TIME OF YOUR LIFE. Tupperware.

Unit: MANAGEMENT

Concept : RESOURCE MANAGEMENT - Getting Control of Your Money

Competency 3.40 The learner will identify ways to get control of his/her money.

Learner Outcome 3.41 Given a case study including income and spending, the learner will analyze spending and recommend changes that are needed.

Activities	Resource Materials
Select an envelope with your income for the week (have play money in varying amounts in different envelopes). Plan what you will do with this amount of money. Report your plan to the class (or small groups). Discuss expenditures you may have not considered. Did you include any savings?	
Make a list of the expenditures for which you are responsible--what has to come out of your money. Which are daily, weekly, monthly, or special expenditures? How does what you feel you need to spend compare with what you actually have to spend? (Note: You do not need to share with the class information about your income.)	
Take the self-test to find out how your money-management practices are. You may not be able to answer all questions unless you do have a fairly regular income.	Supplement 3.41. How Do You Manage Your Money?
Read to find out about improving your money management.	Chamberlain et al. Teen Guide. pp. 226-231. McGinley. People: Caring, Deciding, Growing. pp. 178-181.
Write some situations with which you are familiar telling the income and type of expenses for which a teenager is responsible. Exchange and develop spending plans that might help the teenager manage money better.	

Activities	Resource Materials
Read the situations and suggest ways that the teenager might improve their spending.	Supplement 3.41. Big Time Spenders.

Unit: MANAGEMENT **Concept**: RESOURCE MANAGEMENT - Energy Concerns

Competency 3.50 The learner will investigate the relationships between the use of human and non-human energy and management practices.

Learner Outcome 3.51 The learner will describe ways human and non-human energy can be used interchangeably.

Activities	**Resource Materials**
View the bulletin board and discuss how you use your own energy as well as other sources of energy.	Supplement 3.51. STEPS To Conserving Energy--My Own and Other Energy.
Complete the word scramble to find the different types of non-renewable energy.	Supplement 3.51. Types of Energy.
Play game, What Energy Have I Used?	Supplement 3.51. What Energy Have I Used?
Complete the worksheet in Supplement 3.51 and discuss your answers.	Supplement 3.51. Human vs. Non-human Energy.
Play the game Muscle Not Fossil.	Supplement 3.51. Muscle Not Fossil.
Role play the following situations using human energy rather than fossil energy: getting ready for school in the morning, going on a date, preparing a snack for the gang.	

Unit: MANAGEMENT **Concept** : RESOURCE MANAGEMENT - Energy Concerns

Competency 3.50 The learner will investigate the relationships between the use of human and non-human energy and management practices.

Learner Outcome 3.52 Having listed daily individual and family activities, the learner will identify activities and procedures that use the least amount of energy (human and non-human).

Activities	Resource Materials
In class discussion, list daily individual family activities that use human energy. Choose 10 activties and rank from most to least amount of human energy used in the activity. List appliances or other means of carrying out the activities that would reduce human energy use by use of fossil energy. Find out how much fossil energy would be required. Investigate ways that household tasks can be done with a moderate or low amount of both human and fossil energy. (Are there work methods or pieces of equipment that would simplify work that do not require fossil energy or only a small amount?) Develop a list or make a collage showing choices you would make as to when to use muscle power and when to use fossil power. Discuss the lists in relation to energy used. What tradeoffs do you think are reasonable? Are there certain people who really need to save their human energy more than others?	Supplement 3.52. Human Energy Pyramid.

Unit: MANAGEMENT **Concept :** RESOURCE MANAGEMENT - Recycling

Competency 3.60 The learner will analyze the alternate use of resources in relation to recycling.

Learner Outcome 3.61 Given a recycling project, the learner will analyze resources used.

Activities	**Resource Materials**
View the bulletin board and discuss the resources that may be used in a recycling project. Why do you need to manage resources when considering recycling?	Supplement 3.61. Recycling . . . STEPS To Saving: Keep This Under Your Hat.
Identify possible recycling projects from objects listed in the supplement.	Supplement 3.61. Oldies but Goodies . . . Maybe.
Choose one item from the supplement list. List all resources that would be used to recycle the item for one of the new uses identified. Estimate the amount of time, money, effort, know-how, and other materials that might be required.	
Compare the resources used in recycling to the cost of buying something that is not recycled to serve the same purpose. Decide which porjects are worthwhile in relation to value or usefulness of the new project compared with resources used in the conversion. Report to the class. Decide which projects are most worthwhile. . . least worthwhile.	
Discuss other factors to be considered such as possible savings of new raw materials that might be scarce.	
Read about recycling clothing and other resources. Brainstorm ways to recycle various material resources.	Chamberlain et al. Teen Guide. pp. 171, 251, 356-359. Foster et al. Creative Living. pp. 448, 468-475.

Unit: MANAGEMENT **Concept** : RESOURCE MANAGEMENT - Other Human Resources

Competency 3.70 The learner will recognize the value of skills and abilities.

Learner Outcome 3.71 Given a list of skills and abilities, the learner will describe the value of each as a resource.

Activities	**Resource Materials**
Make a list of your own skills and abilities--these may be common ones that many people have or rare examples only a few people have. Beside each example describe why each skill or ability is valuable - in terms of cash value because you could earn money with it or because it gives you or other people pleasure. Some might be both - for example, you might earn money playing the piano, or you might use the skill for your own pleasure or for the enjoyment by other people.	
Share a few examples of your talents with the group.	
Complete the Skill Check Sheet. How skilled are you in things done in the home? Why are the things you listed valuable?	Supplement 3.71. Skill Check Sheet.
Interview someone about how he/she developed a skill that you do not have. Report to the class and discuss what you discovered about how people develop new skills.	Supplement 3.71. Interview Sheet on Skill Development.
Select a skill you would like to develop. Find out how to do the task and practice until you develop the required skill.	Supplement 3.71. Practicing a Skill.
Discuss the value of the different skills you might develop. Which seem most worthwhile?	

Unit: MANAGEMENT **Concept:** RESOURCE MANAGEMENT - World Influences

Competency 3.80 The learner will identify the effect of world influences on resources.

Learner Outcome 3.81 The learner will describe how world influences affect personal and family management of resources.

Activities	**Resource Materials**
Discuss the bulletin board in relation to how what happens outside of the family affects our resources. What are other examples? Break into small groups and list ways each of the following would affect your resources or those of your family, and changes you might have to make to manage the resources. -Your school changes starting and ending time. -Congress decides to keep daylight saving time year round. -Your dad's company transfers him. -A new shopping mall opens near you. -Taxes increase 5%. -Your mother loses her job. -The government bans clothing imports. -Gasoline is rationed. -You are drafted. -Your school bans all student cars. -A new fashion makes your wardrobe absolete. Make a collage showing the effect of external events and other factors on the management of personal and family resources.	Supplement 3.81. STEPS To Understanding World Influences: Don't Clam Up.

Unit: MANAGEMENT **Concept :** I HAVE A PLAN - Planning Process

Competency 4.10 The learner will demonstrate the use of planning in a management situation.

Learner Outcome 4.11 The learner will identify the type of plan needed for different situations.

Activities	**Resource Materials**
Discuss the type of plans you have made for today. What plans for the day do you have in your head? On paper? In what way is a plan you follow today like those you follow on other school days?	
Read Plans and More Plans. Discuss a situation in which you might use each. Role play situations in which each might be useful.	Supplement 4.11. Plans and More Plans.
Read Principles of Planning and make a bulletin board to illustrate the principles with cartoons or sketches. Discuss in relation to Plans and More Plans.	Supplement 4.11. Principles of Planning.
Role play your plan for something. Ask other students to evaluate the plan in relation to Principles of Planning. Discuss what type of plan is really needed for the situation.	
Read about planning and discuss the results of using plans and planning for everyday life.	Foster et al. Creative Living. pp. 137-142. McGinley. People: Caring, Deciding, Growing. pp. 155-157, 211-213.
View Filmstrip 3, Planning Your Action and Making It Work. Complete Activity Sheet 6, Getting Ready For Your Plan of Action. Discuss types of plans and planners.	TIME OF YOUR LIFE. Tupperware.

Unit: MANAGEMENT **Concept:** I HAVE A PLAN - Planning Process

Competency 4.10 The learner will demonstrate the use of planning in a management situation.

Learner Outcome 4.12 The learner will identify types of standards and sequencing used in plans.

Activities	**Resource Materials**
View the bulletin board and discuss the choices you have in getting the different parts of the plan done. List the ideas on the board for how you might decide to get them done. Then discuss how well you might want to do each thing.	Supplement 4.12. Juggling Artist.
Discuss the fact that you complete your plan when you decide on sequence and standards.	
View the transparencies on types of sequences you might plan. Which of these have you used? Add different ideas to the bulletin board to show different ways you might juggle activities to get the most done.	Supplement 4.12. Orders of the Day.
Discuss when you might want to use different ways to arrange the parts of a plan.	
Read Types of Standards and discuss other examples of each. Role play various situations that illustrate standards. Let other class members try to identify the type of standard involved.	Supplement 4.12. Types of Standards.
Read the situations about personal standards. Discuss the questions in relation to planning.	
Complete the crossword puzzle and discuss how other types of standards fit into your planning.	Supplement 4.12. Crossword Puzzle-Standards.

Activities	Resource Materials
Role play the situations and discuss differences people have in their personal standards. In which cases would you simply accept that someone else might have different standards? In which case(s) might someone else's standards affect your own planning?	Supplement 4.12. Tolerating Other's Standards.

Unit: MANAGEMENT

Concept : I HAVE A PLAN - Planning Process

Competency 4.10 The learner will demonstrate the use of planning in a management situation.

Learner Outcome 4.13 Having chosen a goal, the learner will develop a plan, including the standard and sequence, for reaching the goal.

Activities	**Resource Materials**
Find a partner and discuss the standards and sequence of action involved in a plan you follow often or already have in mind--getting ready for school, cleaning up after a meal, preparing a report for school, etc. Discuss how you chose the standard and sequence of action.	
Select one of the goals that you identified in a previous lesson. Develop a plan for reaching the goal. Break into small groups and check the plans with the supplement. Suggest revisions.	Supplement 4.13. Check That Plan.

Unit: MANAGEMENT **Concept :** I HAVE A PLAN - Coping/Surviving

Competency 4.20 The learner will use planning as a coping strategy.

Learner Outcome 4.21 Given chance cards describing events, the learner will develop a realistic plan for coping with the events.

Activities	**Resource Materials**
View the bulletin board and discuss how planning helps us cope with things that happen that have nothing to do with our goals.	Supplement 4.21. Coping--STEPS To Sruviving: Keep Cool!
Discuss The Unexpected. How would what you learned about planning toward a goal help you cope with each of these events?	Supplement 4.21. The Unexpected.
Break into small groups and do the simulation Can You Cope? Take turns drawing a card and telling how you would plan. Discuss how realistic the plan is. Share your best solutions with the class and ask other groups how they solved any problem for which you did not develop a very realistic plan.	Supplement 4.21. Can You Cope?
Discuss the coping strategies you used. When did you use positive coping strategies? When did you use defense mechanisms? What differences in type of solutions did different students find?	

Unit: MANAGEMENT **Concept :** I HAVE A PLAN - Coping/Surviving

Competency 4.20 The learner will use planning as a coping strategy.

Learner Outcome 4.22 The learner will describe the value of standing plans in relation to saving time and effort.

Activities	**Resource Materials**
Review the plans you identified for Outcome 4.11 for which you already have a plan in mind that you uses fairly often. Discuss which plans are used so regularly that they are called routines. Which might be standing plans that you use whenever a similar problem arises?	
Read Standing Plans and discuss the questions.	Supplement 4.22. Standing Plans.
Identify some standing plans you use and share with the class. Discuss how these plans save time and effort. (Note: standing plans may save planning time as well as time and effort in handling the situations.)	
Break into groups and identify problems for which you could develop standing plans. Devise some standing plans to handle the situations and share your ideas with the class.	

Unit: MANAGEMENT **Concept** : I HAVE A PLAN - Coping/Surviving

Competency 4.20 The learner will use planning as a coping strategy.

Learner Outcome 4.23 Given a situation in which plans may not work, the learner will develop a plan to fall back on.

Activities	**Resource Materials**
Discuss situations in which plans may not work and you realize ahead of time that something may go wrong--someone may not actually get back with the car in time to pick you up after school if that person had a busy day; you may have more homework for one class tonight than you think you will have when you planned to go to the game, etc. For what kinds of situations does it pay to have an alternate plan (stand-by plan) in mind?	
Perform the minute dramas and role play a different stand-by plan that you might have. Discuss how a stand-by plan differs from a standing plan or a plan you devise to meet an unexpected event.	Supplement 4.23. Just in Case.

Unit: MANAGEMENT **Concept:** I HAVE A PLAN - Leadership Qualities

Competency 4.30 The learner will use leadership skills in planning.

Learner Outcome 4.31 In a home, class, or community situation, the learner will demonstrate leadership skills in helping plan a project or activity.

Activities	**Resource Materials**
View the bulletin board and discuss the part planning plays in successful leadership.	Supplement 4.31. STEPS To Leadership: Turn the Wheels of Successful Leadership.
Identify a major project or activity that your class and/or FHA Chapter might carry out. List the major things that must be done in getting ready for and carrying out the responsibility.	
Dicide on the committees that will be needed and do some tentative planning with the Planning Sheet.	Supplement 4.31. Planning Sheet.
To improve your estimate of the timing for the overall plan make a PERT Chart. The example shown will need to be modified to fit your own situation, but consider first the date and time of the big event. Work backwards from that date to decide what needs to be done a month ahead (or shorter time if event is sooner), two weeks ahead, a week ahead, a day ahead, the last hour, etc.	Supplement 4.31. PERT Chart.
Decide when you need more student power than can be furnished by your committee. When will some other committee need you? Adjust the planning charts to make the best use of eneryone's time and avoid too much rush.	
Decide whether or not you will really carry out this plan. If not, simulate carrying out the plan to see how it might work. If you are going to carry out the plan, some of the lessons that follow will help you.	

Unit: MANAGEMENT **Concept** : KEEP THE SHOW ON THE ROAD - Controlling

Competency 5.10 The learner will check and adjust plans as the plan is carried out.

Learner Outcome 5.11 The learner will identify ways to control a plan when it is put into action.

Activities	Resource Materials
Study the bulletin board and discuss how to keep a plan on course as you carry it out. Review the plan you made in the previous lesson. Discuss ways you will need to check that plans are moving along and what adjustments might be needed in the sequence or standards.	Supplement 5.11. Keep on Course.
Read to find out about types of checking that might be done in carrying out a plan and how you might adjust the sequence.	Supplement 5.11. Secret of Controlling A Plan.
Read the case studies and answer the questions at the end to see that you understand how controlling plans might work.	Supplement 5.11. Controlling Plans.
Discuss the various ways you can check progress on plans. What personal qualities should you practice when checking requires personal judgment?	

Unit: MANAGEMENT **Concept** : KEEP THE SHOW ON THE ROAD - Controlling

Competency 5.10 The learner will check and adjust plans as the plan is carried out.

Learner Outcome 5.12 Given plans that must be adjusted, the learner will identify a way to adjust each plan so that the plans can still be carried out.

Activities	**Resource Materials**
Play the simulation game The Show Must Go On. Discuss adjustments made in plans by changing the standard and sequence.	Supplement 5.12. The Show Must Go On.
Present problem situations you have had when things interfered with your plans. Tell what you did and have group brainstorm for other solutions.	
Discuss when it is best to scrap the plan and make a new one. (You no longer have the same plan if you change both the standard and sequence.)	
What personal qualities help one think of how to adjust plans when things go wrong?	
Discuss the value of planning if things do sometimes go wrong. Why is it easier to adjust a plan when something happens if you have clearly in mind what you want to do or get done?	

Unit: MANAGEMENT **Concept** : PRODUCTIVITY THE EASY WAY - Productivity

Competency 6.10 The learner will identify ways to increase productivity.

Learner Outcome 6.11 The learner will identify ways to increase production without increasing physical strain.

Activities	**Resource Materials**
Have a speaker or panel of speakers discuss the idea of productivity--why it is important to the individual business or industry, how it is measured, what contributes to productivity, and why it is an overall concern in the U.S.	Teacher Reference: VocEd. May, 1982.
Break into two groups and have a production contest. Choose some task or series of tasks that the quantity of work can be easily measured. Have observers watch both groups to see if there are differences they can spot in relation to getting the job done. After the winner is determined, discuss differenced in approach taken by the two groups. Did the winning group have to work harder or faster-or did they organize better?	
Discuss how long you think you could have continued without getting tired. What will happen to productivity if you get tired too soon?	
What are some things you do that could be described in terms of productivity? Waht are some things done in the home that relate to productivity? What are things that are done that relate to productivity when no product is involved (i.e. how long it takes to clean a room, etc.).	
Discuss how attitude affects productivity. Complete the supplement and discuss when you feel and discuss when you feel productive. When do you feel that you have not been productive?	Supplement 6.11. I Feel Productive When . . .

Activities	Resource Materials
Read the supplement and discuss how the ideas for preventing strain and fatigue might increase productivity. Hcw would each idea keep you from tiring as quickly. Why would it be more important to really use these ideas if you need to keep going for a long time than if you are only working for a few minutes. Role play ideas of how each idea relate to things you might have to do.	Supplement 6.11. Make Your Work Easier.

Unit: MANAGEMENT **Concept** : PRODUCTIVITY THE EASY WAY - Preventing Strain and Fatigue

Competency 6.20 The learner will find ways to prevent strain and fatigue in working.

Learner Outcome 6.21 The learner will demonstrate ways to move and lift objects that prevent strain and fatigue.

Activities	**Resource Materials**
Pretend that you work on a loading dock. How will you move all the things you have to move without straining yourself too much. What things have to be moved or lifted in the home?	
Brainstorm to get ideas for all the ways that wheels can help you move things. How would you go about moving everything in this room?	
View the transparencies as you listen to the script being read to find out how to lift without too much strain or injury. (Note: keep all pictures covered except the one being discussed at the time.) Give demonstrations and practice the techniques shown. (Use empty boxes until you have mastered the techniques.)	Supplement 6.21. Safe Lifting Techniques.
Ask your physical education teacher to talk with your class about body mechanics involved in moving and lifting things.	
Invite someone from a moving firm to demonstrate other methods used for moving and lifting.	
Discuss how moving and lifting things properly relates to productivity. Role play situations that might otherwise occur.	

Unit: MANAGEMENT **Concept** : PRODUCTIVITY THE EASY WAY - Preventing Strain and Fatigue

Competency 6.20 The learner will find ways to prevent strain and fatigue in working.

Learner Outcome 6.22 The learner will select work heights and position equipment for work to prevent strain and fatigue.

Activities	**Resource Materials**
Select several classmates who vary in height. Have them use the same height of work surface for a task such as peeling potatoes, washing dishes, or ironing. Discuss posture adjustments students must make.	
Read about height of work surface and discuss what determines the best work height and position for tasks, how work height relates to fatigue, importance of elbow height, and how work height can be adjusted.	Bratton. Home Management Is. . . . pp. 253-262. McGinley. People: Caring, Deciding, Growing. pp. 377-378.
Arrange work equipment in different ways--some near the edge of the work surface, some back far enough that you have to reach. How does how far you have to reach for things as you work affect how quickly you tire? How does this relate to work height? Study the diagram on page 247.	Bratton. Home Management Is. . . p. 247.
Perform a task and have a classmate note where you have to go to find shared items you need. How much did you have to search? Juggle things to get what you needed? Reach? Stoop? How does storage relate to fatigue?	
Watch the filmstrip sections with Unit 2 and perform other activities on storage.	HOUSEHOLD BASICS. Rubbermaid. Unit 2-Making Space: A Guide to Organizing and Home Storage.
Read to find out more about storage. Discuss ideas and try some new storage ideas.	Bratton. Home Management Is. . . pp. 243-253. Chamberlain et al. Teen Guide. pp. 168-173. Foster et al. Teen Guide. pp. 168-173. McGinley. People: Caring, Deciding, Growing, pp. 252-255. 376-377.

Unit: MANAGEMENT **Concept :** PRODUCTIVITY THE EASY WAY - Preventing Strain and Fatigue

Competency 6.20 The learner will find ways to prevent strain and fatigue in working.

Learner Outcome 6.23 The learner will describe how scheduling can reduce fatigue.

Activities	Resource Materials
Survey the class for early birds and night owls. Discuss when you are most alert and can get the most done.	
Complete the Mood Wheel and find you high points, low points, slumps, etc. in the day. Answer the questions with the supplement.	Supplement 6.23. Mood Wheel.
Identify 10 things you have to do that make you tired to even think about. List 10 other things you have to do that you don't mind doing. Discuss ways you can get activities done with less fatigue by scheduling difficult jobs at your most efficient times.	
Role play situations in which you reduce fatigue by alternating light and heavy tasks, sitting and standing or moving, and interesting vs. uninteresting. Discuss what tasks you would put in each category.	
Discuss the warm-up period in getting started on a new task. How long does it take to settle into a task? How long should you work without a break? What kind of a break will be most restful for different tasks?	
Examine a typical schedule for your day. What kinds of adjustments can you make to increase productivity?	
How can you get through slumps at times you must be active? (Milk or juice break may be better than coke.)	

Unit: MANAGEMENT **Concept** : PRODUCTIVITY THE EASY WAY - Making Work Easier

Competency 6.30 The learner will determine ways to make work easier.

Learner Outcome 6.31 The learner will choose supplies and equipment that make work easier.

Activities	**Resource Materials**
List on the board some specific tasks that are done in the home. Take turns telling what helpers (supplies and equipment) you would want to do one of the tasks.	
Read the supplement Easy Work. Make a bulletin board with pictures to illustrate the diagram. Discuss the possible choices you might make among the different supplies and equipment.	Supplement 6.31. Easy Work.
Break into groups and select portions from the supplements to prepare and give demonstrations for the class. Try to find actual supplies and equipment if you can--otherwise use pictures to illustrate.	Supplement 6.31. What To Consider About Supplies. Supplement 6.31. What To Consider About Equipment.
Discuss how the choice of supplies and equipment relate to productivity.	

Unit: MANAGEMENT **Concept** : PRODUCTIVITY THE EASY WAY - Making Work Easier

Competency 6.30 The learner will determine ways to make work easier.

Learner Outcome 6.32 The learner will analyze activities to identify ways they can be done quicker and easier.

Activities	**Resource Materials**
Discuss the question, "Does a lazy person find the easy way to do something?" Why or why not?	
Read about time saving work methods. Complete some of suggested activities.	Bratton. Home Management Is. . . .pp. 231-236. McGinley. People: Caring, Deciding, Growing. pp. 379-380.
Have a contest to see how you can get the job done faster according to whether you work from right to left or left to right. (Let any left-handers make their own comparisons.) Have observers to note how fast people seem to have to work, time the task takes, and how much you cross hands over each other. What do you conclude? How does habit now affect results?	
Arrange things needed and practice working right to left (if right handed) to do some task: peel potatoes, do hand laundry, address cards, hem, spread sandwiches, etc. Do you have things placed conveniently to pick up with your left hand? Are things you use in your right hand on the right? Do you put finished work to the left?	
Read about activity centers and discuss how arrangement makes work easier and faster. Design an activity center for a hobby, study, grooming, laundry, etc.	Bratton. Home Management Is. . . .pp. 240-243. McGinley. People: Caring, Deciding, Growing. pp. 375-377.

Unit: MANAGEMENT **Concept :** PRODUCTIVITY THE EASY WAY - Human Relationships

Competency 6.40 The learner will relate productivity and human relationships.

Learner Outcome 6.41 The learner will describe how work can be shared to increase productivity and improve relationships.

Activities	**Resource Materials**
Discuss the bulletin board. How does sharing work increase productivity with less burden on any one person?	Supplement 6.41. STEPS To Better Relationships: Good Management Uses Many Hands for Helping.
Complete the word search and then list who in your family does each task. Why are jobs divided as they are? Is there a better way to divide?	Supplement 6.41. Family Members' Responsibilities.
Record who does the work in your family for 5-6 days. After listing other demands on the time and energy of family members, dicide whether or not work in the home is shared fairly or not. If not, make a new plan with your family.	Supplement 6.41. Housekeeping: Family Record.
Perform the minute dramas and discuss sharing responsibilitiy between two people for the same task. Discuss which tasks you would rather do alone and which with someone else.	Supplement 6.41. Joint Work.
Interview families about how they divide work and about how they feel about how much they get done. Report to the class and discuss what you conclude about sharing work in relation to family relationships and productivity.	

Unit: MANAGEMENT **Concept** : PRODUCTIVITY THE EASY WAY - Responsibility

Competency 6.50 The learner will describe the relationship between responsibility and productivity.

Learner Outcome 6.51 The learner will explain how a teenager's productivity may be increased if he/she feels a sense of responsibility.

Activities	**Resource Materials**
View the bulletin board and discuss the "bear" facts about what needs to be done to keep the home running smoothly and the personal responsibilities you have at home and other places.	Supplement 6.51. STEPS Toward Responsibility: "Bear" Facts about Home and Personal Responsibilities.
Dramatize the situations showing how the teenager's attitude about responsibility might affect productivity in each case.	Supplement 6.51. Can Do-Will I Do?
Discuss tactics people use when they don't really feel any responsibility for doing something. What makes people feel responsible for doing something? What makes people not feel responsible for getting something done?	
Play the game Who Cares and discuss how attitudes affects productivity.	Supplement 6.51. Who Cares?
Ask a guidance counselor to speak to your class about motivation in relation to sense of responsibility and productivity.	
Make a list of the things for which you feel responsible. Consider how long or how hard you might work on these things.	

Unit: MANAGEMENT **Concept** : CAREER AWARENESS - Careers

Competency 7.10 The learner will identify career opportunities related to management.

Learner Outcome 7.11 The learner will list career opportunities in the area of management and describe qualifications.

Activities	**Resource Materials**
View the bulletin board and discuss how management can help you plan a career regardless of what you choose to do.	Supplement 7.11. STEPS to a Career--Now is the Time to Plan Your Future.
Read to find out about careers in management--those related to the home as well as other managerial positions. Ideas might include positions as executive housekeeper, supervisor, industrial engineer, consultant for a kitchen firm, builder, or architect, as well as a manager of other businesses.	Chamberlain et al. Teen Guide. pp. 259-265. McGinley. People: Caring, Deciding, Growing. pp. 215-227. Foster et al. Creative Living. pp. 39-42.
Read or listen to the story about careers in management.	Illinois Teacher of Home Economics. March/April 1975, pp. 239-241.
Find out about the training needed for various managerial careers.	
Read and complete selected activities from the kit.	Campbell. If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else. Argus.

Unit: MANAGEMENT **Concept** : CAREER AWARENESS - Entrepreneurship

Competency 7.20 The learner will explore entrepreneurship in management.

Learner Outcome 7.21 Having identified a self-employment opportunity in management, the learner will explore its feasibility.

Activities	**Resource Materials**
Brainstorm to identify management skills that you have learned that might be worth money. Also identify skills that you might further develop before you could help other people manage.	
Break into small groups and identify how you might be self-employed in management--consultant service, organize a housekeeping service, free-lance writer on topics related to management, etc.	
Divide class in half with one half interviewing people about the need for services, the other half interviewing people who are self-employed in management. Compare findings.	

Unit: MANAGEMENT **Concept** : CAREER AWARENESS - Management Practices

Competency 7.30 The learner will identify ways managerial abilities enhance a career.

Learner Outcome 7.31 Given case studies, the learner will identify the use of management practices in a variety of careers.

Activities	**Resource Materials**
Identify a number of jobs that may involve some management skills.	
Then develop a questionnaire based on management practices that you have learned in this unit.	
Divide the class and conduct a survey to find out what management skills are used; how frequently they are needed, and what management skills are needed that people don't always have.	
Tabulate the results and discuss how management might help regardless of the career you choose.	
View Filmstrip 4, Evaluating and Following Through. Discuss how management can help you achieve what you want in a career.	TIME OF YOUR LIFE. Tupperware.

FHA CHAPTER IDEAS

MANAGEMENT

Resources in TEEN TIMES magazine:

Title	Page number(s)	Issue	Year
Home Economics - A Study in Ecology	16	Jan/Feb	82
Flip a Switch on Energy	23	Nov/Dec	81
Get Energized!	23	Jan/Feb	81
Stop the Energy Thief - You're Family	20-21	Mar/Apr	81
Future File	12-13	Sept/Oct	79
Florida Chapters Focus on Careers	17	Mar/Apr	82
We've Got Know-How	14-17	Mar/Apr	81
Role-Free Thinking	4-6	Mar/Apr	80
Men and Women In the Paid Work Force	5	"	"
Best Bets for the 80's	7	"	"
Now We're Talking Business	8-10	"	"
Light the Lights	12-13	"	"
Face-To-Face	13	"	"
Earning Your Way	14	"	"
Know Your Rights	15	"	"
Deciding Your Future . . . So You'll Whistle While You Work!	8-9	Sept/Oct	79

Suggested Activities:

Use the steps in IMPACT to plan your chapter's program of work and budget for the year.

Invite a bank loan officer to make a presentation to your chapter and answer questions of members.

Sponsor a Better Management Fair for your community. Invite resource people to discuss and give help for better time and money management.

FHA Chapter Ideas - MANAGEMENT
(Continued)

Prepare posters to be put in all stores and businesses in your community concerning management of time, energy, money, and other resources.

Have as a guest speaker for a chapter meeting a representative of the Department of Natural Resources to discuss use of non-human energy resources.

Plan a chapter family picnic/swim party. Include standards, sequencing, and a plan to fall back on in case of inclement weather.

Encourage members to work on a Encounter project to decide personal goals, etc.

Have a speaker to discuss factors related to productivity.

Shadow someone who is a manager to see what type of management activities she/he does.

SUGGESTIONS FOR EXTENDED LEARNINGS

MANAGEMENT

Select a resource available in your community. Interview the leaders who are responsible for its services and write a report on the advantages of those services to your community and project what would happen if for some reason those services were not available to community members.

Identify a specific goal. Make a step by step plan for achieving the goal. Implement the plan. Evaluate progress toward the goal.

Keep a time record of your activities for one week. Study the record and analyze how your use of time affects personal goals. How could you better use your time?

Identify someone whom you feel is a good manager and someone who is a poor manager. Interview each. List the strengths and weaknesses of each as a manager.

Change roles with another family member for a day. Assume that family member's responsiblities for the day. Compare your usual responsibilities and those of the family member you exchanged roles with. Who has more responsibility? Why?

or

List factors that should be considered when assigning responsibilities in the home. How and why might these responsibilities change over time?

Evaluate a decision you've made in the past that did not have the results you desired. How could you have anticipated possible results and influenced its outcome?

Plan a family vacation that would provide something for every member of your family that is within a reasonable distance of your home, and is affordable. What problems did you encounter, if any, and how were they solved?

Compare the goals of two organizations that you belong to or that you might be interested in joining. How are the goals similar and different? What effect do these goals have on each organization's plan of action?

Make two lists--one of your needs and the other of your wants. Now calculate your expected income. How must your income be managed to satisfy your needs and wants? Why is management of resources important?

Record for several days those tasks that require cooperation with another person. How does your attitude affect the achievement of the task and your personal relationship with the other person? List several tips that are helpful in making sharing an enjoyable experience and a successful venture.

Interview a grandparent or someone in your community of a similar age. How do your chores/responsibilities at home and school compare to theirs when they were your age? What was a typical day's routine for them? Did they have special management problems?

Extended Learnings - MANAGEMENT
(Continued)

Read the Sunday edition of your local newspaper or an issue of a weekly news magazine. Make a list of local or world events and influences that will have an effect on your family's personal management of resources. Specify what the influence/effect is and possible ways the family can cope with the change.

Identify your own unique resources by making a collage or mobile or display illustrating your talents and skills. Identify skills you want to develop. Practice and add to the collage as you master the new skills.

Evaluate your management of the resource time. Are you a poor or good manager of time? Make a new plan for managing your time. Try it out and compare your level of productivity with your previous time use.

Interview the mayor, city or county coordinator, or town manager to learn about their management responsibilities. How are responsibilities and management practices similar/different from what you have learned?

Visit your school or local library to research jobs available in management and their requirements. Interview several persons about how they use management principles in their work. Summarize ideas and note which things you can do that would contribute to doing that job.

Take a field trip to a garage sale or flea market. Observe what is on sale and who buys what. What resources does the sale use? Save? List ideas for managing such a sale.

Carry out a recycling project and evaluate the total resources used in relation to what is saved.

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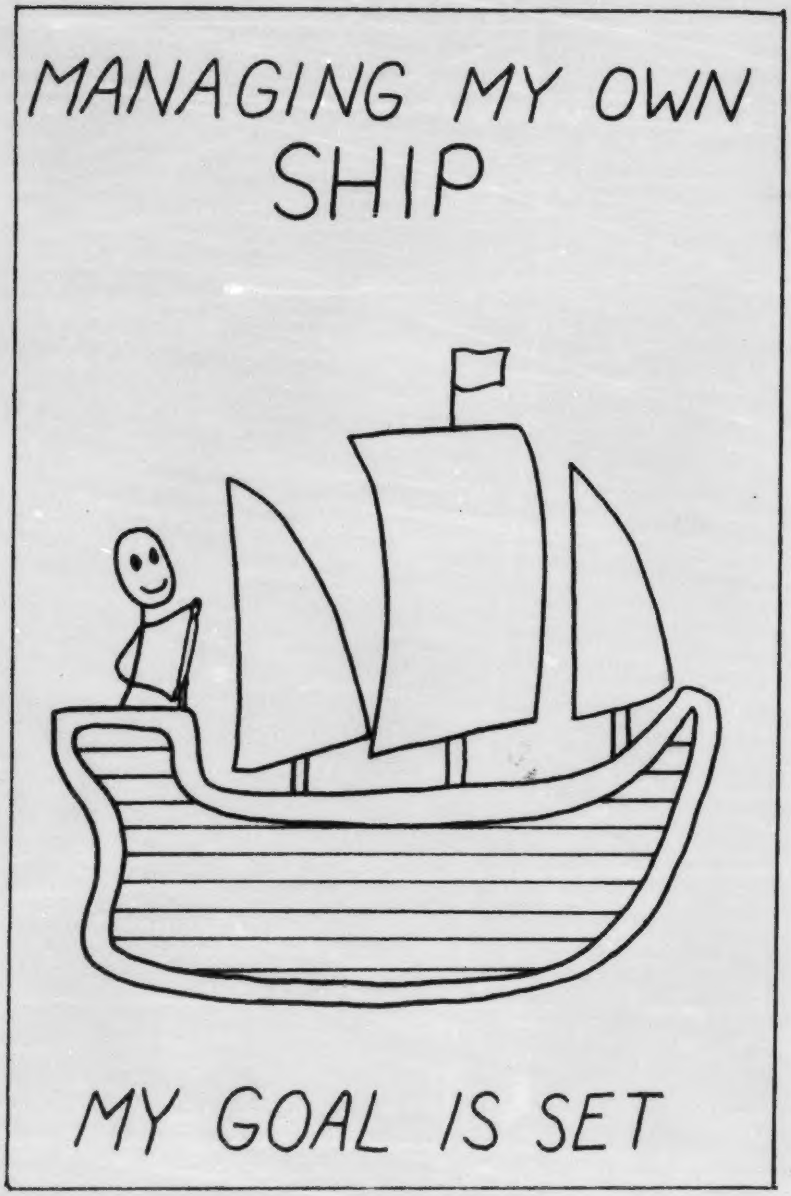
Supplement 1.11
MANAGEMENT
Responsibility

STEPS TOWARD RESPONSIBILITY


MANAGING MY OWN SHIP
MY GOAL IS SET

Supplement 1.11
MANAGEMENT
Responsibility

GOAL CHECK

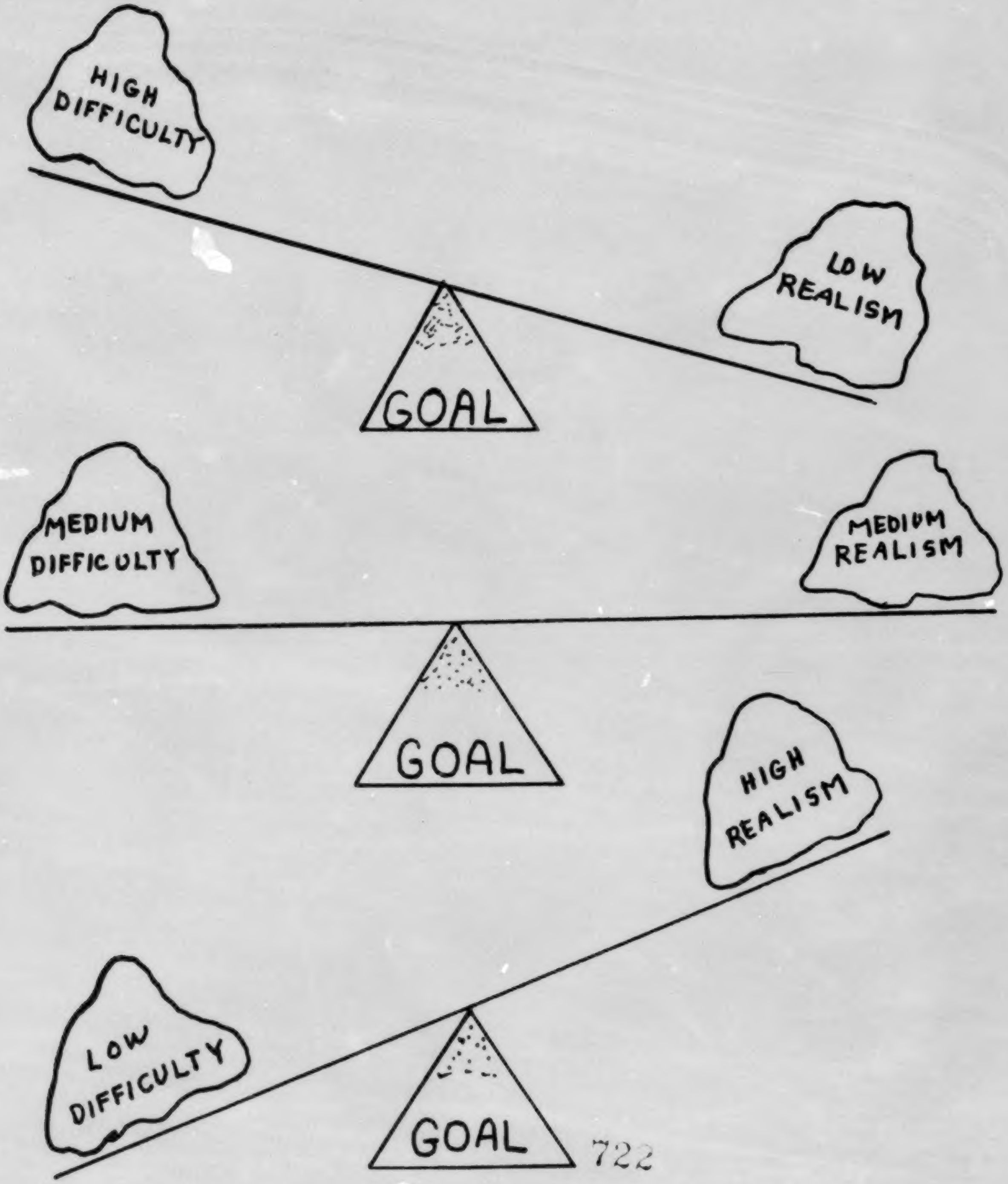
Directions: With a partner, write a story in which one or more persons has the goals listed below. Then have another classmate read the story and fill out the chart. There should be checks for each in one of the first three columns. In the last column use the code:
VI - Very Important
I - Important
FI - Fairly Important
LI - Least Important

Discuss as a group and revise the story if it is not clear. Turn results in to your teacher.

GOAL	PERSONAL	FAMILY	BOTH	IMPORTANCE
To own a car				
To graduate from school				
To make good grades				
To be a cheerleader				
To be healthy				
To save money				
To buy new tape deck				
To get a job				
To have friends				
To get married				
To own a home				
To go to the game				
To live in a nice neighborhood				
To get a driver's license				
To be good-looking				
To redo bedroom				
To have lots of dates				
To buy new clothes				
To be happy				

Supplement 1.11
MANAGEMENT
Responsibility

SEE ~ SAW


HIGH DIFFICULTY
LOW REALISM
GOAL
MEDIUM DIFFICULTY
MEDIUM REALISM
GOAL
HIGH REALISM
LOW DIFFICULTY
GOAL

WHERE ARE YOUR GOALS GOING?

Directions: Complete the chart by filling in each column according to the heading. After completing the chart, answer the questions below.

YOUR PRESENT GOALS	FACTORS AFFECTING THEM	YOUR RESPONSIBILITY
1.		
2.		
3.		
4.		
YOUR PRESENT GOALS	FACTORS AFFECTING THEM	YOUR RESPONSIBILITY
1.		
2.		
3.		
4.		

1. How did your goals change from present to future?
2. How do the factors that affect them differ?
3. How does responsibility you take for goals now affect how you take responsibility for reaching goals in the future?

RESOURCE LOTTO

Materials: 1 game care per player--sample shown on next page. 72 small cards.

Play: Each palyer is given one game card. Samll cards are shuffled and placed face down in the center of the playing surface. Each player draws one card during his turn. He/she may choose from the top card of the face down cards or from the discard pile (top card only). The discard pile is started when a player has a category filled on his playing card. The player places the card he/she can not use in the discard pile and play proceeds to the next player. The next player may choose from the drawing stack or discard pile. The play proceeds around the playing surface with each player drawing only one card during each turn. The winner is the first person who fills all the spaces on the card correctly.

Teacher: Make the small cards the same size as the individual space on the game board. You will need 72 small cards. Each small card will contain only 1 thing from the category. Items include:

MATERIAL RESOURCES	MONEY	PERSONAL RESOURCES
Tennis racket	Husband's paycheck	Singing
House	Wife's paycheck	Dancing
Sewing machine	Income tax rebate	Piano playing
Automobile	Dividents	Sewing
Sofa	Welfare check	Crocheting
Camera	Allowance	Knitting
Motorcycle	Mature savings bond	Tennis playing
Refrigerator	Interest on savings certificate	Golf playing
Wig	Interest on credit union account	Needlepoint Skill
Clothing	Christmas Club	Carpentry skill
Luggage	Monetary gift	Plumbing skill
Tape recorder	Traveler's check	Hair styling
Shoes	Cash loan	Flying an airplane
Carpet	Social Security payment	Archery
Stereo	Life insurance	Reading
Lamp	Pension payment	Painting
Golf clubs	Stock dividend	Driving a car
Books	Merchandise refund	Swimming

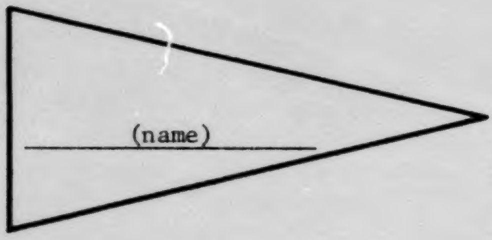
COMMUNITY RESOURCES	
Library	Shopping center
Fire department	Public park
Police department	Public boat dock
Bookmobile	Amusement park
YMCA	Red Cross
Supermarket	Shoe repair shop
Schools	Restaurant
Public swimming pool	Girl Scouts/Boy Scouts
Bus system	Drycleaner

COMMUNITY RESOURCES			
PERSONAL RESOURCES			
$ MONEY $			
MATERIAL RESOURCES			

Supplement 1.31
MANAGEMENT
Self-Image

FEEL WHEEL

Directions: Enlarge the FEEL WHEEL. Place it on a bulletin board or wall. Supply each student with several pennants bearing his/her name. Have students tape or pin their pennants on the "feeling" they would have in each situation.



Situations:

1. You are late and have to sit on the front row during an assembly program.

2. You have an important event tonight and your best outfit is dirty.

3. You did poorly in the game because you just didn't get enough sleep last night.

4. You don't have money for a snack with the crowd because you blew all your money at the record sale.

5. You had to give a speech this morning, you really weren't prepared but it seemed to go okay. You don't know what you're teacher thought.

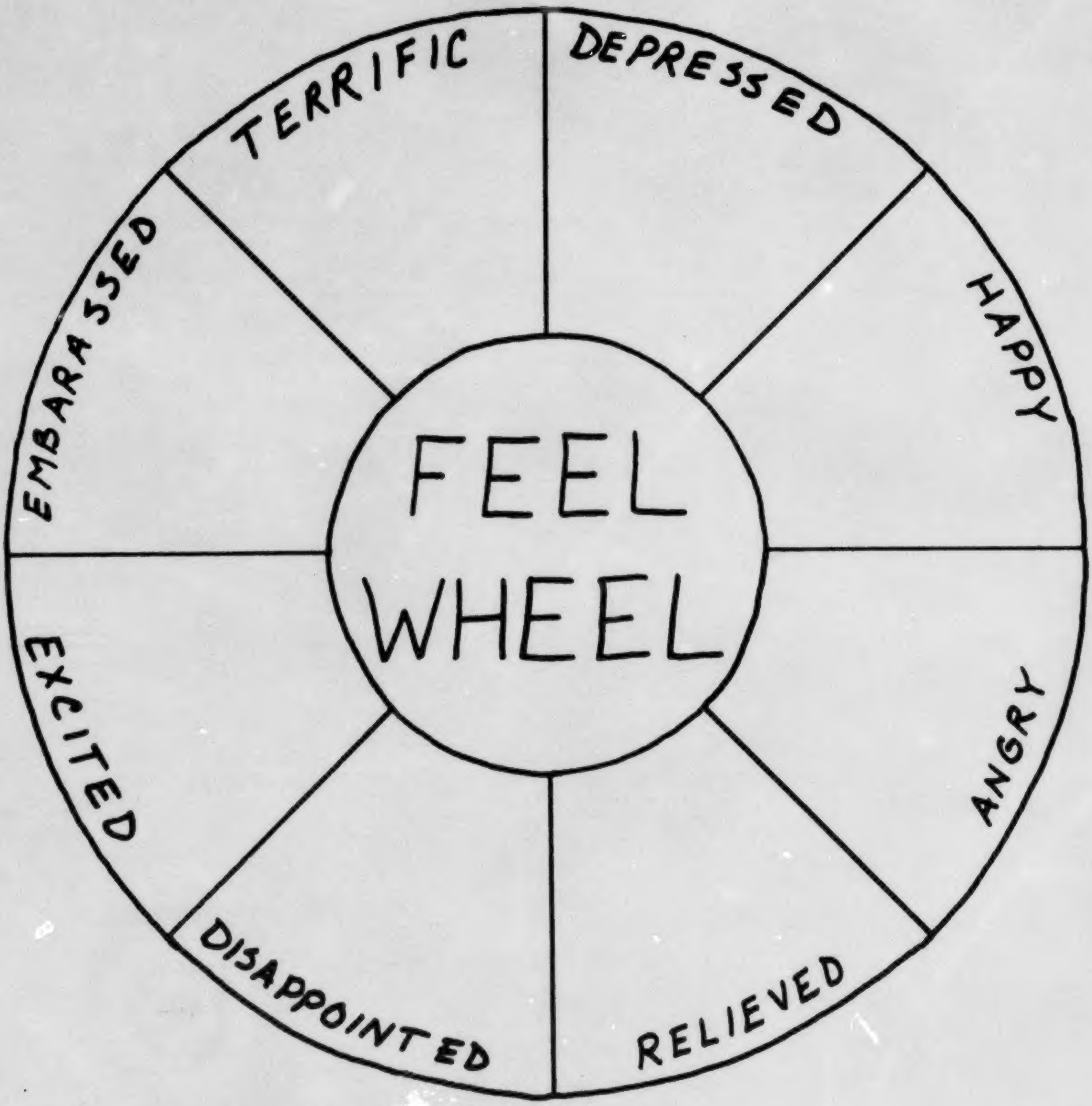
6. You worked on a report for 2 weeks and your grade on it was an "A".

7. Your mom told you that if you cleaned-up the family room, you could have a party tonight. You messed around with you're friends after school all week, didn't clean-up, and now she says you can't have the party.

8. You came in late last night but it wasn't your fault. You explained it to your parents and they understood.

9. You've been practicing for months, last night your team won its first game of the season and you scored the winning point.

10. You were in charge of all the plans for the class picnic. You organized everything very well and everyone had a great time.


FEEL WHEEL
TERRIFIC
DEPRESSED
HAPPY
ANGRY
RELIEVED
DISAPPOINTED
EXCITED
EMBARASSED

Supplement 1.31
MANAGEMENT
Self-Image

WHY ME?

Joni is a fifteen year old girl with a good personality. She really wants to do well in school but for some reason, Joni finds herself always apologizing to others. Last Monday was a really rotten day. She had planned to do her math homework during homeroom but listening to Tom's story about the ballgame was a lot more interesting. She couldn't do it during English class and the math teacher did not seem to understand that she just did not have time to complete her work.

As if that wasn't bad enough, she was late getting back from lunch and had to get another tardy excuse. One more and she's in real trouble. No one seems to care that she doesn't have enough time to do the things she needs to do. She feels bad about it.

Not only is Joni short of time but she's also short of money. She borrowed some money from Jerry on Tuesday so she could get a record on sale. She was going to pay him back on Thursday but she used the money her mother gave her buy a really neat blouse. That same blouse was on sale Saturday. "Why me?" was Joni's question. Now she'll have to use next week's lunch money to pay off her loan. She hopes Jerry won't be upset with her.

Joni wore her favorite outfit to school on Wednesday and forgot to put it in the laundry when she changed clothes in a hurry. It was frustrating not to wear it to a birthday party on Friday night. "Why me?" asked Joni.

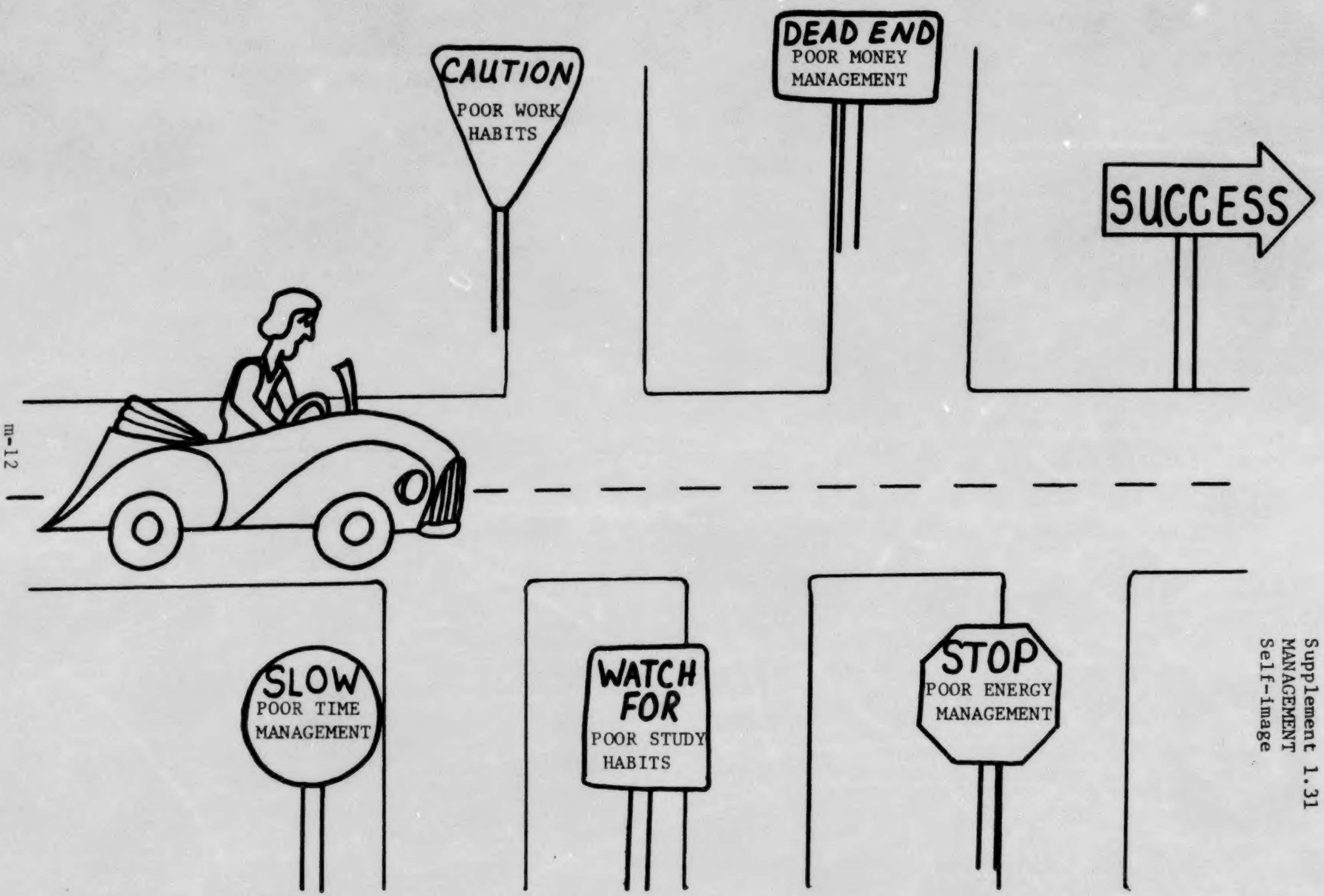
Joni was practicing for cheerleader tryouts every evening after school. Her stepfather could not understand why she did not have the energy to help wax the car on Wednesday night. She felt really bad about not helping, but she did say she was sorry.

Joni sat down to watch television. She felt terrible. She was still saying, "why is it always me?"

As she slept that night, Joni had a dream. In this dream a friend began to help Joni understand her problems. She told Joni she would really feel better about herself if she...........

723

YOU'RE IN THE DRIVER'S SEAT OF LIFE


CAUTION
POOR WORK HABITS
DEAD END
POOR MONEY MANAGEMENT
SUCCESS
SLOW
POOR TIME MANAGEMENT
WATCH FOR
POOR STUDY HABITS
STOP
POOR ENERGY MANAGEMENT

m-12

Supplement 1.31
MANAGEMENT
Self-image

Supplement 1.31
MANAGEMENT
Self-Image

MY MANAGEMENT IMAGE

Directions: Mark an X on the line between the two words or phrases to show you you see yourself.

Example: If you are very organized, place your X at the left of the mark nearest "organized". If you are very disorganized, place your X at the right of the mark nearest "unorganized". Your X may be anywhere on the line in between. Connect the X's to see your management profile.

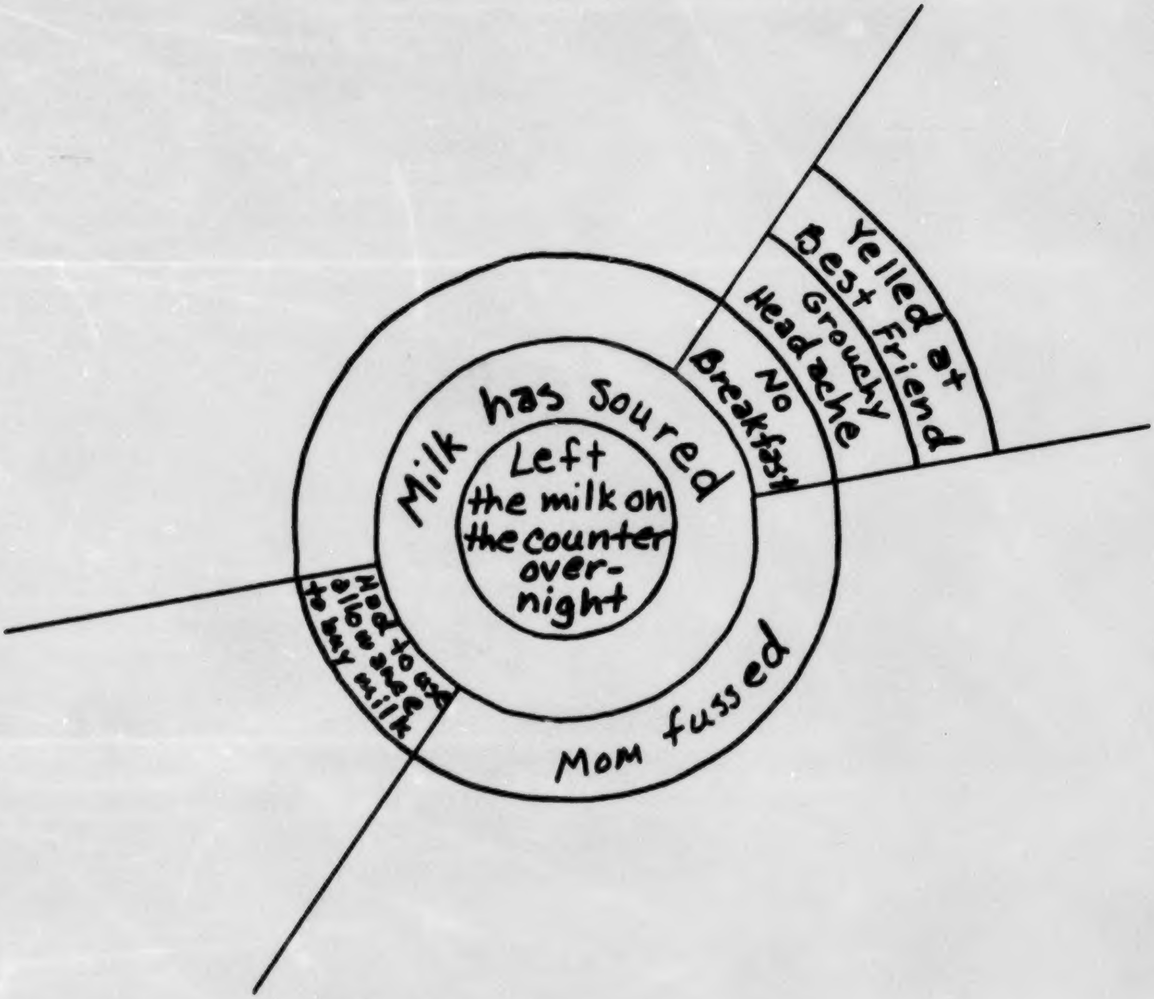
Organized	├───┼───┼───┼───┤	Unorganized
Goal directed	├───┼───┼───┼───┤	Drifter
Efficient	├───┼───┼───┼───┤	Inefficient
Good planner	├───┼───┼───┼───┤	Poor planner
Capable	├───┼───┼───┼───┤	Incapable
Energetic	├───┼───┼───┼───┤	Lazy
Get things done	├───┼───┼───┼───┤	Don't finish things
Motivated	├───┼───┼───┼───┤	Apathetic
Set realistic goals	├───┼───┼───┼───┤	Dreamer
Make realistic plans	├───┼───┼───┼───┤	Make unrealistic plans
Stick with job	├───┼───┼───┼───┤	Give up on job
In control of things	├───┼───┼───┼───┤	Helpless
Know how to do things	├───┼───┼───┼───┤	Helpless about things

Circle the things about your management image that you would like to change. On the back of the paper tell some ways that you might change these things.

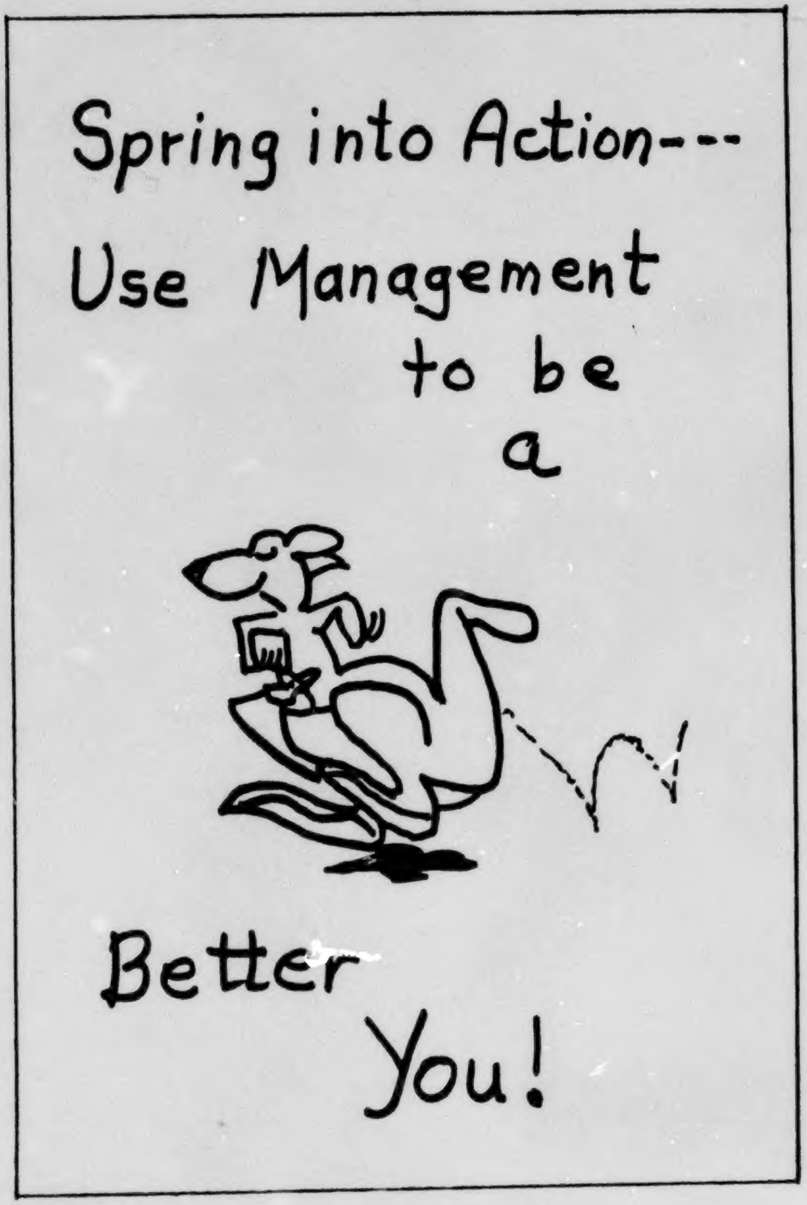
Supplement 1.31
MANAGEMENT
Self-Image

IF YOU . . .

Show ripple reactions that occur because of careless behavior. Use concentric rings as in the example below.

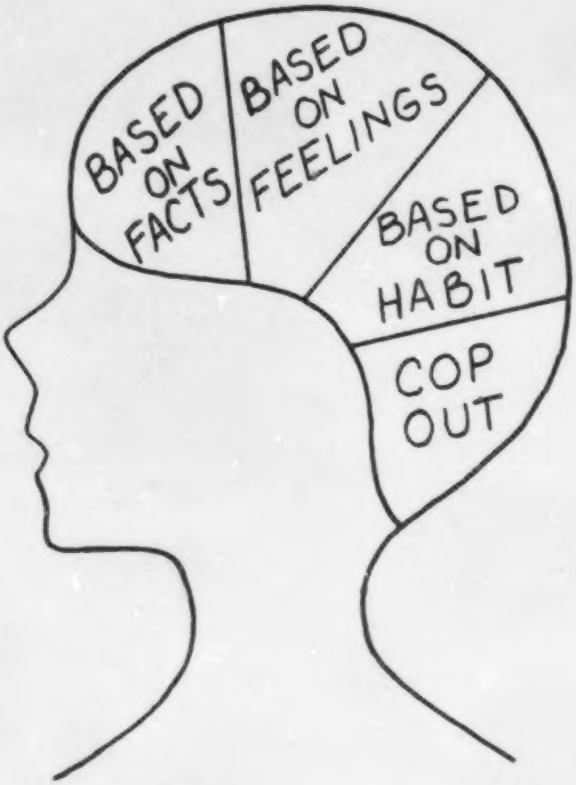

Left the milk on the counter over-night
Milk has Soured
Mom fussed
Had to use allowance to buy milk
No Breakfast
Headache
Grouchy
Yelled at Best Friend

TAKE **STEPS** TO IMPROVE SELF-IMAGE


Spring into Action---
Use Management
to be
a
Better
You!

Supplement 2.11
MANAGEMENT
Ways To Decide

I MAKE DECISIONS...


BASED ON FACTS
BASED ON FEELINGS
BASED ON HABIT
COP OUT

Match the following terms to the part of the head that means the same thing.

IRRATIONAL
RATIONAL
HABITUAL
UNCONSCIOUS
DEFAULT
5-STEP PROCESS
NO DECISION
IMPULSE
COMPUTER

Supplement 2.11
MANAGEMENT
Ways to Decide

JUST AN IMPULSE

1. Bob and Maria were walking through the grounds at the State Fair. Suddenly Bob stops and says, "Hey! Let's go in here." Maria reminds him that they had started to go for some cotton candy. Bob syas, "So what?" Maria says, "OK, let's go."

2. Sara has been studying at the desk for over an hour. Suddenly she throws down her pencil and walks out to the yard, stretches, and smells the flowers.

3. George is cruising along the interstate at 55 MPH. Burt passes him and yells, "Want to race?" George nod and steps on the gas.

4. Sue and Jane are studying for tomorrow's test. Jim phones and asks if they want to go to a drive-in movie. They say "Yes."

5. John was driving down the street when he spotted a Honda in front of the Wheels Shop. He made a U-turn and went back and traded his car for it.

What do these situations have in common? If you said that someone made a decision on impulse, you were correct. Impulse is a type of irrational decision. Impulse decisions are decisions that are made on the spur of the moment. They are based on feelings without considering the consequences.

Some impulse decisions are good because they add a sense of fun to life. They are poor only when they hurt someone else or interfere with important goals you have.

Impulse decisions which have the possibility of interfering with goals may also be poor. These are often high risk impulse decisions.

Classify the situations above as:

A. Good - adds fun to life without interfering with goals.

B. Poor - interferes with goals.

C. Poor - might interfere with goals.

Check the answers below.

KEY: 1. A 2. A 3. C 4. B 5. C

Supplement 2.11
MANAGEMENT
Ways to Decide

REASONS FOR IMPULSE DECISIONS

When someone asked why you did something on impulse, you are likely to answer, "I just felt like it." Actually, there is more to it than that. Most situations fall in one of the following categories:

1. Social pressure or need for acceptance.
   A person with a low ego wants others to look favorably on him. So rather than make independent rational decision, he/she is caught up in this great need to be liked by others and to please them. Any suggestion, triggers an impulse decision.

2. Emotional mood at certain periods of time such as:
   a. During a period of stress when one is feeling uptight and tense, a feeling of release comes from an impulse decision . . . no extra burden of planning.

   b. End of a Crisis: Relief is so great that one will have a feeling of great optimism.

   c. Time of personal loneliness: feelings of rejection by others causes a person to make impulsive decisions to decrease the lonely feeling.

   d. After long restraint: the freedom causes one to feel the need for catching up with the things they have missed and quick decisions fill the need.

Read the following situations and give your reason for the impulse decision. Check key at bottom of page.

1. Jane's parents are unhappy about her steady dating with Tom. They tell her that this is the last date that she can have with him. At the party she is offered a drink that will make her feel great. She accepts.

2. Jean doesn't like to dance but as she stands observing the group dancing, a friend comes by and says, "Dance with me." She says, "OK."

3. After the doctor told Doris that her tests were fine following the operation, she picks up the phone and calls her favorite Aunt and talks for a long time on the long distance circuit.

KEY: 1. Period of stress
2. Social
3. End of crisis

DECISION RECORD

List 10 decisions that you have made in the past week. Use this form to tell how you made each decision.

DECISIONS	UNCONSCIOUS	BASED ON FACTS	BASED ON FEELINGS	APPROPRIATE	
				YES	NO
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Supplement 2.21
MANAGEMENT
Rational Decisions

STEPS IN DECIDING

Directions: Listed below are the five steps of the decision making process, but they are not in the correct order. Put them in order placing the number which corresponds to the first step, second, et cetera.

DECISION MAKING STEPS

____ Selects one alternative

____ Seek alternative solution

____ Define the problem

____ Accept responsibility for decision

____ Think through alternatives

Directions: Below is a situation where Rick is using the decision making process, but his steps are out of order. Please number them 1 to 5 in the order they should be.

____ Rick eats some cookies and a glass of milk.

____ Rick, whose parents are out of town, is home alone and has only an hour and a half to eat, shower, and dress to play in the big game tonight. It takes him an hour to shower and dress and 15 minutes to get to school.

____ Rick got tired during the game--and also hungry. After the game, the coach announces that he had intended to take them out for a steak dinner if they had won.

____ Rick's mom forgot to leave him any money and he has only enough money to buy one taco or a hot dog. But at home he has only milk, cookies, and leftovers.

____ Rick could fix a quick snadwich at home, or walk down the block and have a hamburger or taco, or ask the coach to lend him money to eat.

SITUATIONS AND ALTERNATIVES

DIRECTIONS:

Get three other classmates to play the game, Situations and Alternatives. There will be two sets of partners. Each set of partners reads the situations listed below and chooses a situation. (Choose different situations.) Each set of partners then has four minutes to think of as many alternatives as they can and write them down. Partners get a point for each possible alternative they list for the situation. Partners then select another situation from the list and proceed in same manner until the list of alternatives is used up. Each set of partners will have had five situations. Partners with the most total points win.

SITUATIONS:

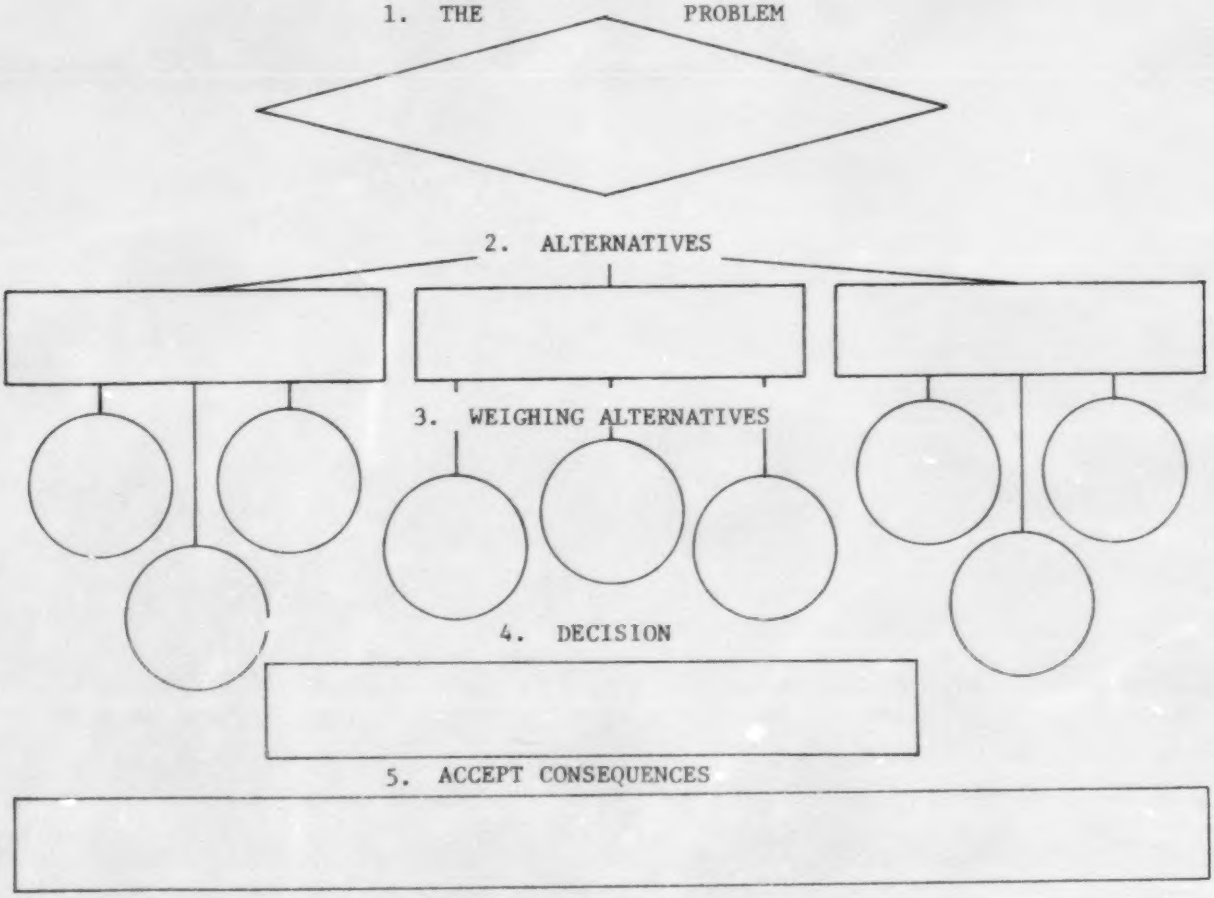
1. Your ride to school is late.
2. You have to pay $50 on your class ring.
3. The tape recorder that you borrowed was stolen.
4. The coat you bought last year is still like new, but is too small.
5. You are ten pounds overweight, and your wardrobe shows it.
6. You can't find your ticket for tonight's game.
7. You are broke and your mother's birthday is next week.
8. You borrowed your brothers new sweater and lost it.
9. The electricity goes off while you are studying for a test.
10. You have money for a new jacket, but you can't find one that fits.

Adapted from:
P.D. Murphy, Consumer Education Curriculum Modules: A Spiral Process Approach, Part 3 (USDE, Supt. of Documents, 1974), p. 117.

WHAT TO DO

Sally was so proud as she told her mother that she had been elected president of HERO. "What does that involve?" asked her mother. "Well," Sally replied, "I will have to attend meetings after school twice a month, plan programs for our chapter, attend Leadership Conference at Cedar Lakes one week in June, go for three days in April, help with Regional Meeting one Saturday in October, and confer with Ms. Lacy during her planning period at school." Sally's mother reminded her of things that might conflict: homecoming, family vacation plans, baseball tournament, family Easter plans, keeping up her grades, Girl Scout meetings after school, and piano lessons. Sally began to have second thoughts about accepting this responsibility. She really did want to be president, but then the other things were important, too.

Identify Sally's problem and complete the decision process chart below.



Supplement 2.31
MANAGEMENT
Responsibility

BOYD MAKES A DECISION

Boyd is a sophmore at Midtown High School. His father has periodically been laid off from the local steel mill and his parents are in the process of buying a home. Boyd has a small brother that his mother stays with at home. Boyd is very proud of his B+ average. He wants to keep his good grades so that he will qualify for the Honor Society next year.

Boyd must decide whether to try out for quarterback and practice after school or to take a job and buy a car next summer when he gets his driver's license. The coach has encouraged Boyd to try out. He has played ball since midget league and feels confident of his ability. He attends church with the store owner and has been asked to apply for the vacant carry-out position.

If he does not try out for the team this year, he will probably not be considered for a position next year. If he does not apply for the job, the position will be filled and not available later.

Boyd talked to his parents to get advice. They were very helpful and pointed out to him that he has already invested a great deal of time to develop the ability to be a good ball player. Although he may not have the ability to be the quarterback on the A team, he surely will have a good position on the B team. This valuable experience would improve his future in football. His mother says that although both activities require after school time, he would have more time to study after ball practice. Good grades combined with football ability could earn a future scholarship. College would be a financial burden on the family without a scholarship. His father points out that owning one's own car is a desire for many teenagers, but he will have the rest of his life to own a car. If a car is purchased, Boyd would have to continue to work to provide gasoline, maintainence, and insurance.

Boyd sees that his parents have made some very logical points. He decided not to apply for the job, but try out for the football team. He became quarterback of the B team. He is pleased that his grades are still very good. He even got an A in Biology. Perhaps if someday he does get a scholarship, he could become a biologist.

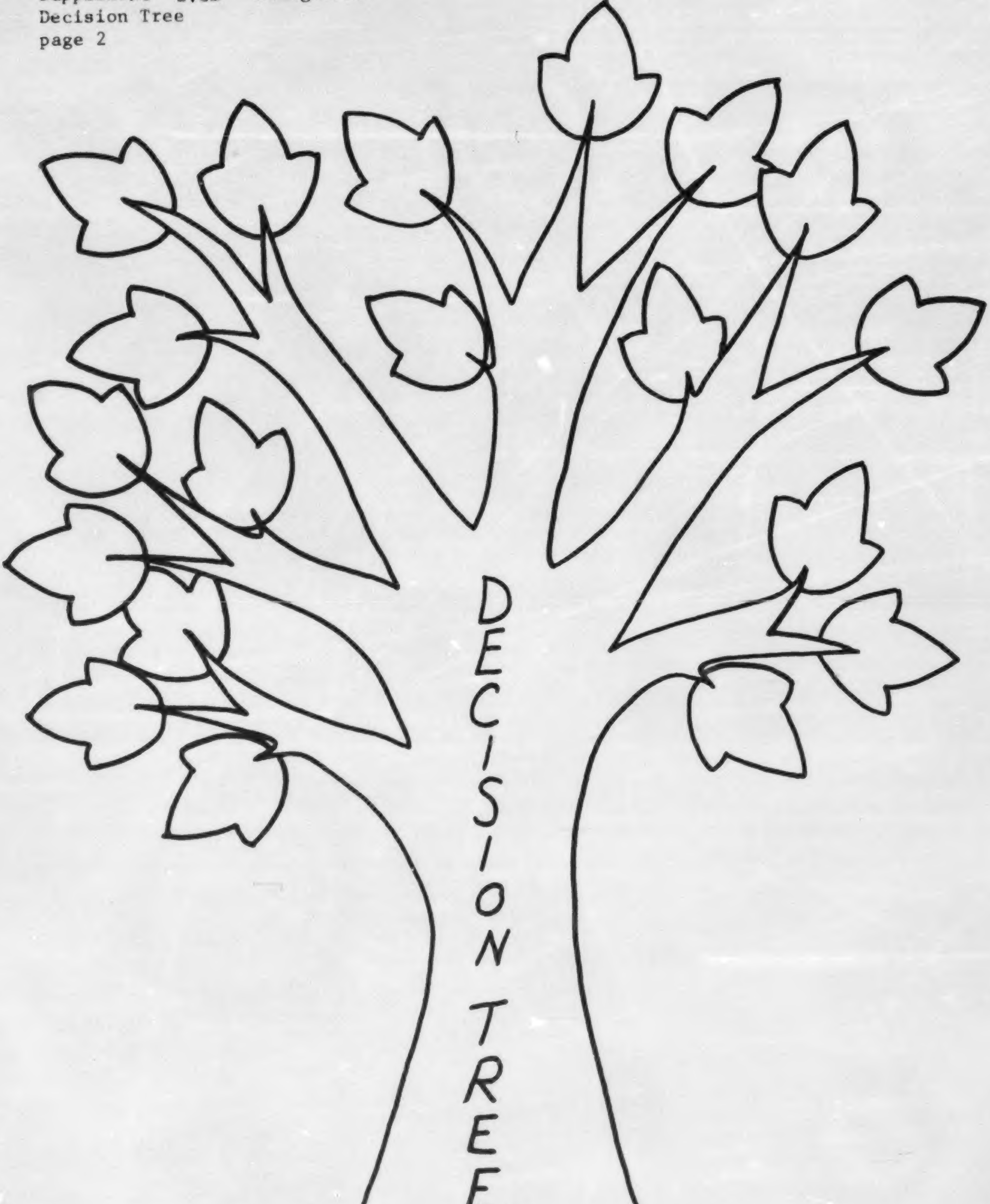
Supplement 2.31
MANAGEMENT
Responsibility

DECISION TREE

Directions: Use a tree similar to the one pictured. Put examples of decisions on the branches. Have students put possible consequences of each decision on the leaves.

Example:

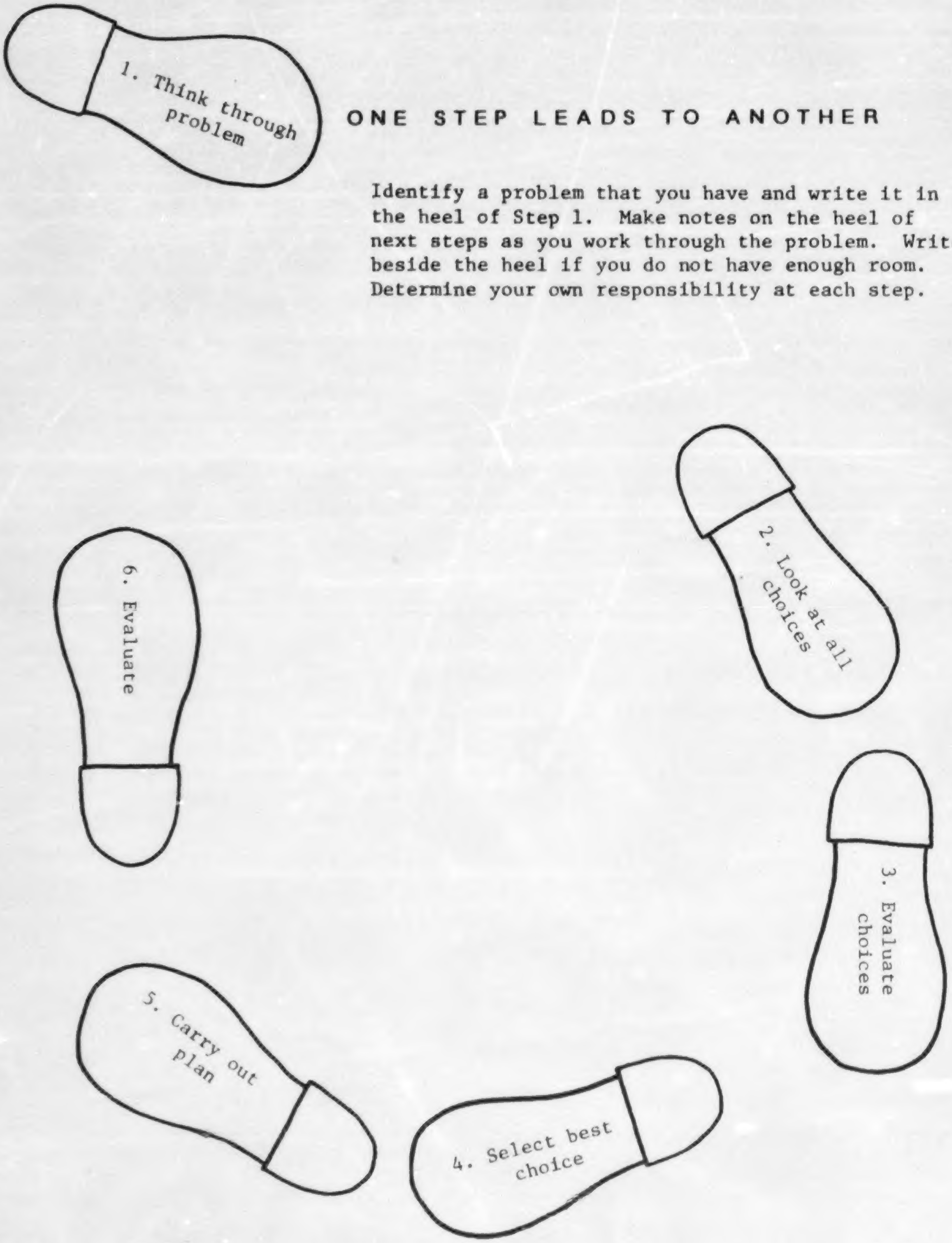
Decision:	Consequences:
Get a part time job.	more money
	less free time
	more tired
	less time to help around the house
	can't go out for basketball
	weekends tied up
	can buy what you want
	may get training for future job
	enjoy the work
	meeting new people
	less time with friends


DECISION TREE

Supplement 2.31
MANAGEMENT
Responsibility

ONE STEP LEADS TO ANOTHER

Identify a problem that you have and write it in the heel of Step 1. Make notes on the heel of next steps as you work through the problem. Write beside the heel if you do not have enough room. Determine your own responsibility at each step.


1. Think through problem
2. Look at all choices
3. Evaluate choices
4. Select best choice
5. Carry out plan
6. Evaluate

Supplement 2.31
MANAGEMENT
Responsibility

HOW SATISFIED AM I WITH CHOICES I'VE MADE?

Check the box or boxes that describe how you feel about the choices of decisions you have made. If a decision does not apply to you, draw a line through the boxes for that decision.

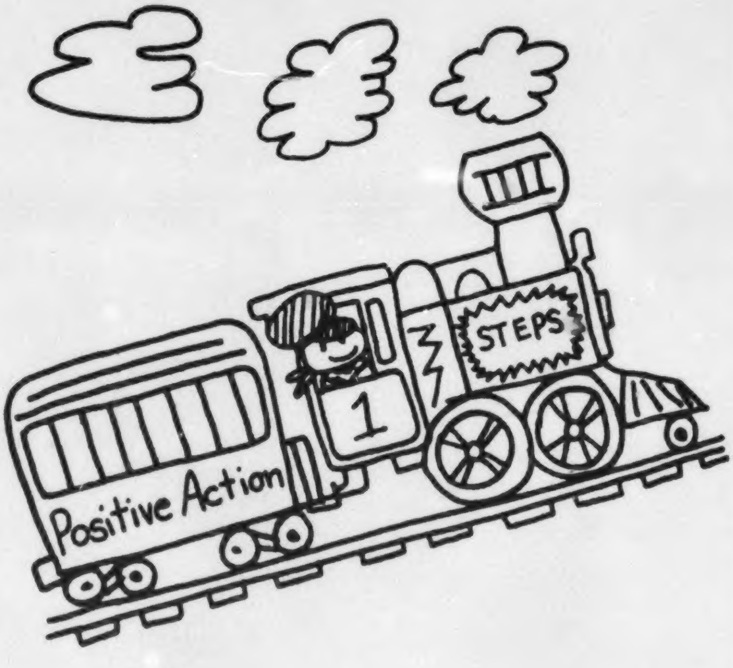
	VERY HAPPY WITH CHOICE	CHOICE CREATED NO PROBLEM	HAD NO OTHER CHOICES	QUESTION MY CHOICE	VERY UNHAPPY WITH CHOICE
1. Classes Chosen					
2. Lost Tennis Shoes					
3. Use of Weekends					
4. Clothes Worn Today					
5. Clubs I Joined					
6. Book to Read					
7. Where to Eat Lunch					

How do you accept poor decisions you have made? How do you profit from good decisions in making future decisions?

Adapted from: P.D. Murphy, Consumer Education Curriculum Modules: A Spiral Approach, Part 3 (USOE, Supt. of Documents, 1974), p. 95.

STEPS TO APPRECIATION

Chugging Along to


STEPS
1
Positive Action

Family Appreciation of Human Resources

Supplement 3.11
MANAGEMENT
Appreciation

A DAY IN THE LIFE OF "ALEX APPRECIATION"

Dad called me to get up for the third time. I figured I had to get up this time. It was Ann's turn in the bathroom but I was so late and needed to wash my hair, so I slipped in ahead of her. I really didn't have time to tidy the bathroom. Oh well, I'll do it this evening.

Oops, there goes the bus. Oh well, Dad may be a little late for work, but he can drop me off at school.

Lunch ticket! I forgot my money. I will call Mom to bring it over. She won't be busy today. Anyway, Ann has some money. I will talk her out of it to get an afternoon snack.

The coach said we must be at the park at 4:30. I forgot to tell Mom. Oh well, she won't worry. I'll explain it all later.

I'm going to be late for dinner. Did Mom say stop at the store? What was it she needed? Oh yes, buns and milk. I guess dinner will have to wait till I get home.

I can't help clean the table. Solid Gold comes on TV in two minutes. Ann wanted to watch something else but I am older so I sent her away.

Too late to do homework. I will copy John's math in the morning.

I'm thirsty. Nothing here but Dad's 7-Up. Oh well, he can drink something else.

Crash! Oh no, that was Mom's antique candy dish. If I put it in the garbage she will never miss it.

I'm glad John called before. He said I could copy his homework in the morning. Oops, I forgot to put the phone back on the hook.

In a few days it will be Thanksgiving. What do I have to be thankful for?

Supplement 3.21
MANAGEMENT
Appreciation

HAVE YOU BEEN RIPPED OFF?

How do you feel when:

1. Someone borrowed your jacket and didn't return it?
2. Your friend constantly borrows paper, pencil, etc.?
3. Someone chews gum but never buys any?
4. Someone breaks into line in front of you?
5. Someone squeezed the toothpaste from the middle and left the lid off?
6. The bathroom is messy when it's your turn?
7. You bring a friend home when your room is not clean?
8. You see your name among the graffiti on walls?
9. You sit on gum or find it under a table or desk?
10. Someone breaks your pencil or destroys your property?
11. Your brother/sister wears your sweater and leaves it dirty?
12. Friends are always leaving things at your house?
13. Someone goes through your billfold?
14. You see students throwing food in the cafeteria?
15. Someone throws trash on the lawn right after you mowed?

Supplement 3.21
MANAGEMENT
Appreciation

I WOULD

1. I was going upstairs and saw Jill's baseball bat on the stairs. I__________
____.

2. I was going to borrow Mack's jeans to wear to the game, but he's not home.
I____.

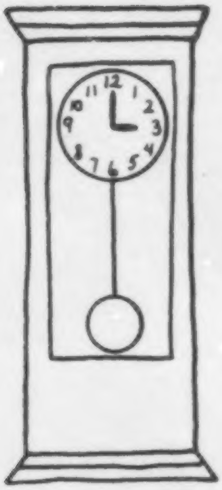
3. I needed some money and Mom's next door. I______________________
____.

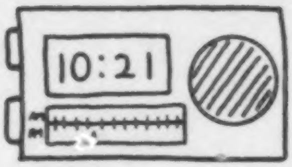
4. I was mad at the teacher, so I took my magic marker and I ______________
____.

5. Dad just cleaned out the car. He drove me to the movies and on the way I
finished a can of pop and I__________________________
____.

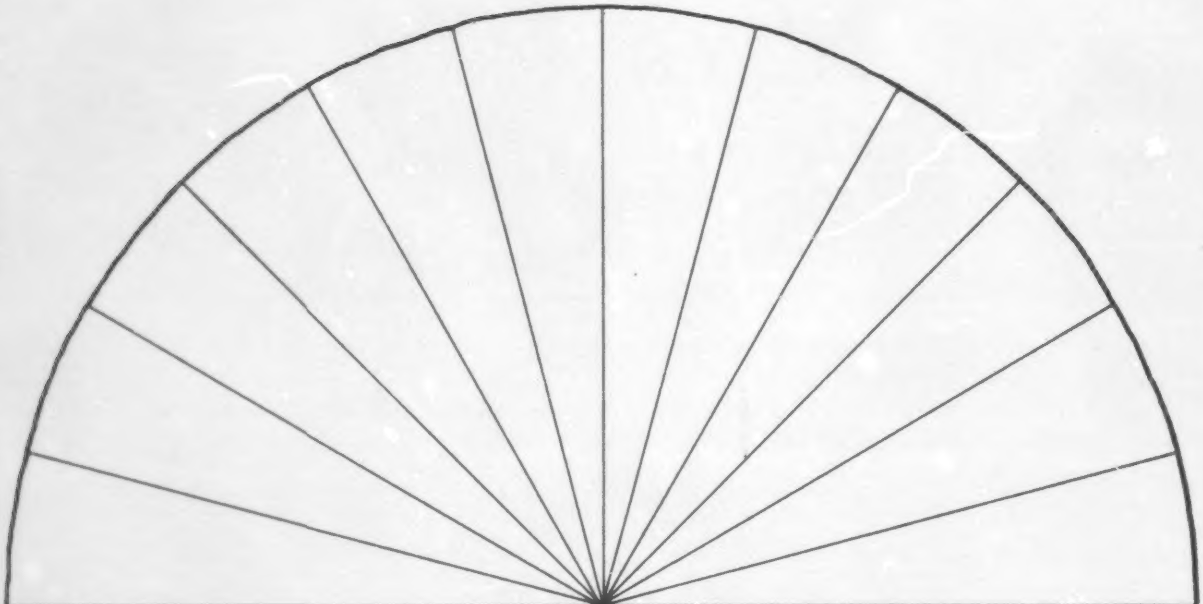
Supplement 3.31
MANAGEMENT
Getting Control of Your
Time

MAKE TIME WORK FOR YOU





TIME PIE



SET SOME ROUTINES

1. Each evening Todd always gets out the clothes he is going to wear to school the next day. He checks for needed repairs and wrinkles that need to be pressed out. He lays out belt, shoes, socks, etc. that match his outfit and checks to see if they need repair or cleaning.

   How does this routine save time?

2. In the morning Suzanne plugs in her hot curlers, showers, dresses, rolls her hair, makes her bed and straightens her room, takes out the curlers, combs her hair, eats breakfast and brushes her teeth before going to school.

   How does this routine save time?

3. As soon as Jerry gets home from school he feeds his dog, straightens his room, gets his homework, eats supper, helps stack the dishes, and takes out the trash.

   How does this routine save time?

Supplement 3.41
MANAGEMENT
Getting Control of Your Money

HOW DO YOU MANAGE YOUR MONEY?

Take this self-test to find out what kind of a money manager you are.

1. Do you know how much you really spend each week?

2. Do you have enough money go get by with from one"payday" to the next?

3. Do you save money back for big expenses that you do not have on a daily or weekly basis?

4. If you do not get money on a regular basis, do you know how much you average getting throughout a week or month?

5. Do you take care of your "basic" or "must" expenses first, or set aside that amount before spending for other things?

6. If there were a good sale on something you really need, do you have enough money saved to take advantage of the sale?

7. Do you bum exyra money from your family for things that should be coming from your regular funds?

8. Do you spend most of your money as soon as you get it?

9. Do you charge things a let when you don't have money to pay for them?

10. Do you usually pass up things you don't have money for?

Key: You should have answered yes for 1, 2, 3, 4, 5, 6, and 10. You should have no for 7, 8, and 9. You may have not answered 4 if you do not get money on a regular basis.

BIG TIME SPENDERS

Directions: Insert dollar amounts into the following situations to reflect current conditions and local spending. Then decide how each teenager might revise the spending plan.

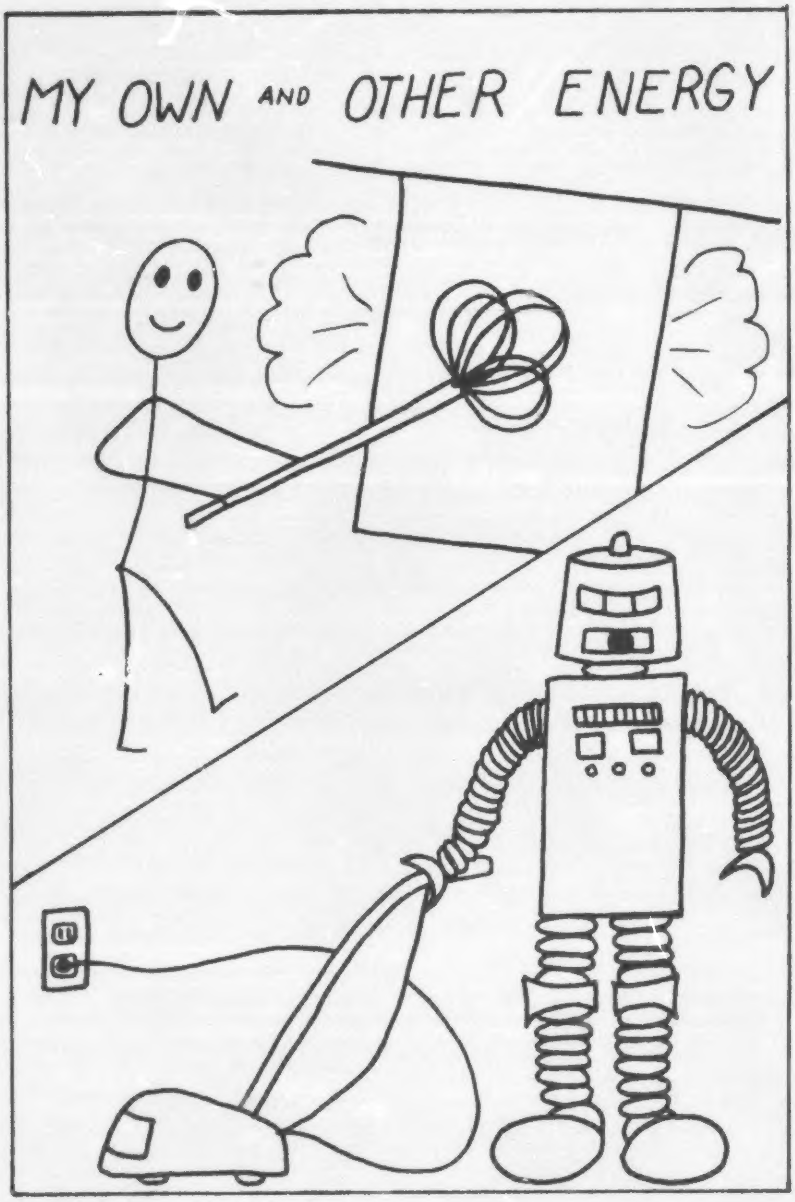
1. Tom gets a moderate allowance on Monday that is to last all week. It is supposed to cover lunches, games and other entertainment, and bus fare. He does not have to pay for clothes or upkeep on clothes. Somehow by Thursday Tom is always broke. He just has money for a coke on Thursday at lunch and on Friday he skips lunch altogether. He usually tries to borrow for the weekend or may pawn something. He bums a ride on Thursday and Friday whenever possible.

2. Marty gets a fairly generous allowance out of which she is to pay all school expenses, buy her clothes, and any entertainment. She gets her money at the first of each month. It seems like so much that she goes shopping the next Saturday and spends a bit much for clothes, tapes, and the like. After that she conserves a bit, but by the third week, she is nearly broke. By the last week of the month she doesn't have a cent to her name.

3. Bart doesn't get an allowance. His family simply can't spare it. Bart is industrious, though, so has a Saturday job (eight hours at minimum wage) and sometimes can work about six hours during the week. All in all, he earns enough to cover what he needs. The problem is that Bart hasn't learned to plan his spending. Consequently, he is always broke again by the day after he gets paid. His clothes are all getting too small but he never gets enough money ahead to buy some new ones.

4. Serena doesn't get an allowance because her mother says money burns a hole in her pocket. Serena hasn't insisted, because she knows that what her mother says is true. Besides, she figures she probably gets more in the long run by asking when she needs something. Now she finds that toward the end of the month, her mother refuses her request more often. Whe she begs "just this once" her mother reminds her that money doesn't go as far as it used to.

STEPS TO CONSERVING ENERGY


MY OWN AND OTHER ENERGY

Supplement 3.51
MANAGEMENT
Energy Concerns

TYPES OF ENERGY

Directions: Unscramble the following words about types of non-renewable energy:

1. R L N C A Ⓤ E W O P R Ⓔ

2. C E I T L R C E I Ⓨ T

3. L O Ⓡ S A W O R P Ⓔ

4. O S L A Ⓝ I E Ⓖ

5. L O I

Rearrange the circled letters:

6. ☐☐☐☐☐☐☐

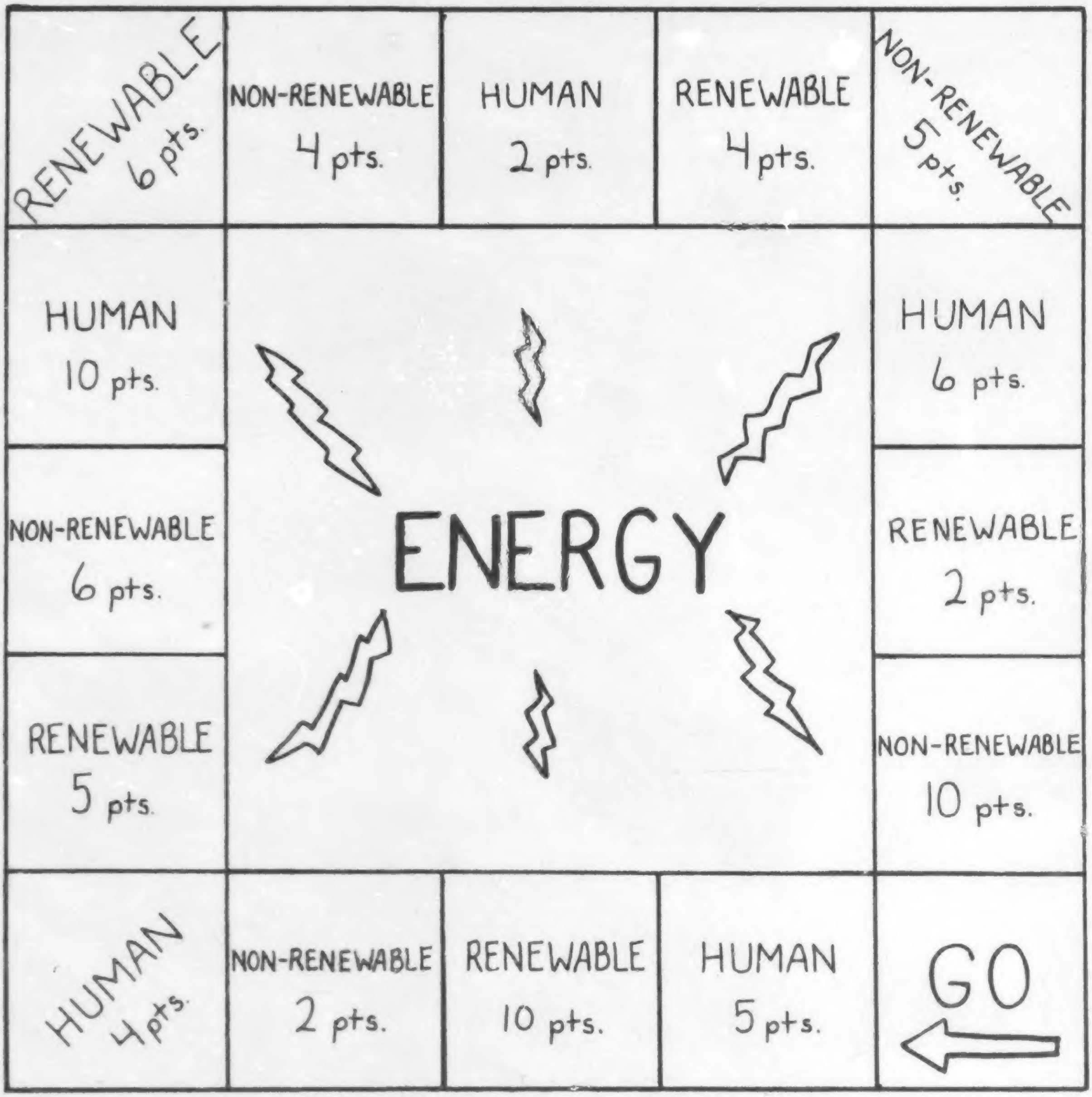
Key: 1. Nuclear Power 2. Electricity 3. Solar Power
4. Gasoline 5. Oil 6. Energy

WHAT ENERGY HAVE I USED?

Materials: One game board for each group of 2-6 students.
Minimum of 6 markers for each board.
Paper for score sheets
Dice

Preparation: Prepare game boards using sample on next page.
Add some color.

Play: Each player chooses a different marker. Each player keeps his/her own score on a separate paper. Each player will move around the board by throwing a die to determine the number of spaces he/she must move. The player earns the number of points indicated on that space if he or she can correctly identify a way that particular type of energy is used in daily activities in the home. The categories are: Human Energy, Renewable Energy, Non-renewable Energy. If the player is unable to name an activity from that category, play moves to the next player. The first player to obtain 50 points and have points from each of the three categories is the winner.


RENEWABLE 6 pts.
NON-RENEWABLE 4 pts.
HUMAN 2 pts.
RENEWABLE 4 pts.
NON-RENEWABLE 5 pts.
HUMAN 10 pts.
HUMAN 6 pts.
NON-RENEWABLE 6 pts.
ENERGY
RENEWABLE 2 pts.
RENEWABLE 5 pts.
NON-RENEWABLE 10 pts.
HUMAN 4 pts.
NON-RENEWABLE 2 pts.
RENEWABLE 10 pts.
HUMAN 5 pts.
GO

HUMAN VS NON-HUMAN ENERGY

For each practice using non-human energy given, suggest one way human energy could be substituted.

1. Driving your car for very short trips.

2. Using clothes dryer during summer.

3. Using electric oven to prepare toast.

4. Drying hair with hair dryer.

5. Washing a red sweater in washing machine.

6. Using an electric toothbrush.

7. Using air conditioner in 70° weather.

8. Using drying cycle of dish washer to dry dishes.

9. Using an electric mixer to beat a cake.

10. Using an electric floor polisher.

Supplement 3.51
MANAGEMENT
Energy Concerns

MUSCLE NOT FOSSIL

Directions: Enlarge a game board (see page 3 for example). Use sketches representing kinds of energy on some of the blocks.

Develop or brainstorm a list of things done using the following kinds of energy. This is a sample list of activities.

Human Energy (muscle)

Walked to store one-half mile to pick up a few groceries.

Used hand pushed carpet sweeper for quick pickups.

Used push mower for cutting small lawn.

Rode bike to deliver products from small business.

Opened windows for air circulation in hot weather.

Used hand operated appliances as much as possible; i.e. can opener, egg beaters, choppers.

Did single items of special laundry by hand.

Hung laundry outside to dry.

Air dried hair.

Brushed teeth by hand.

Used non-electric curlers.

Sawed wood for stove by hand.

Washed dishes by hand rather than in the dishwasher.

Non Renewable (fossil)

Had to iron permanent press items left in dryer too long.

Used electric blanket on chilly spring nights.

Left TV on during supper; no one was watching.

Drove car to friend's house three blocks away.

Drove car beyond speed limit on trips.

Used air conditioner or fans on only moderate hot days.

Ran washer for one small item.

You and three neighborhood friends drove separate cars to the same party.

Used clothes dryer on sunny day.

Ran dishwasher when it was not full.

Left light on in your room all day.

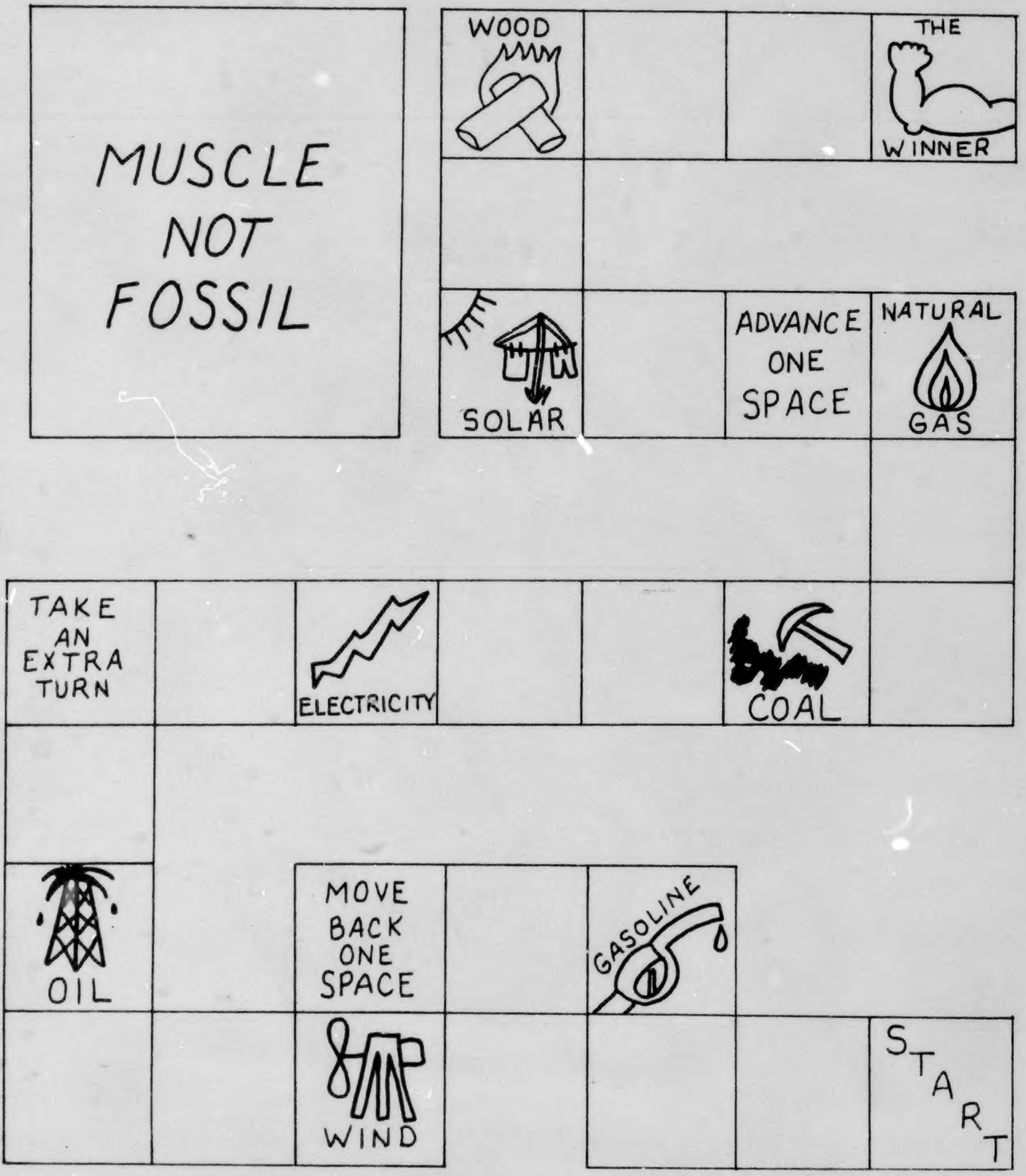
Left radio playing in your room while you played tennis.

Used electric toothbrush

Left electric curler on after finishing.

Supplement 3.51 - MANAGEMENT
Muscle Not Fossil
Page 2

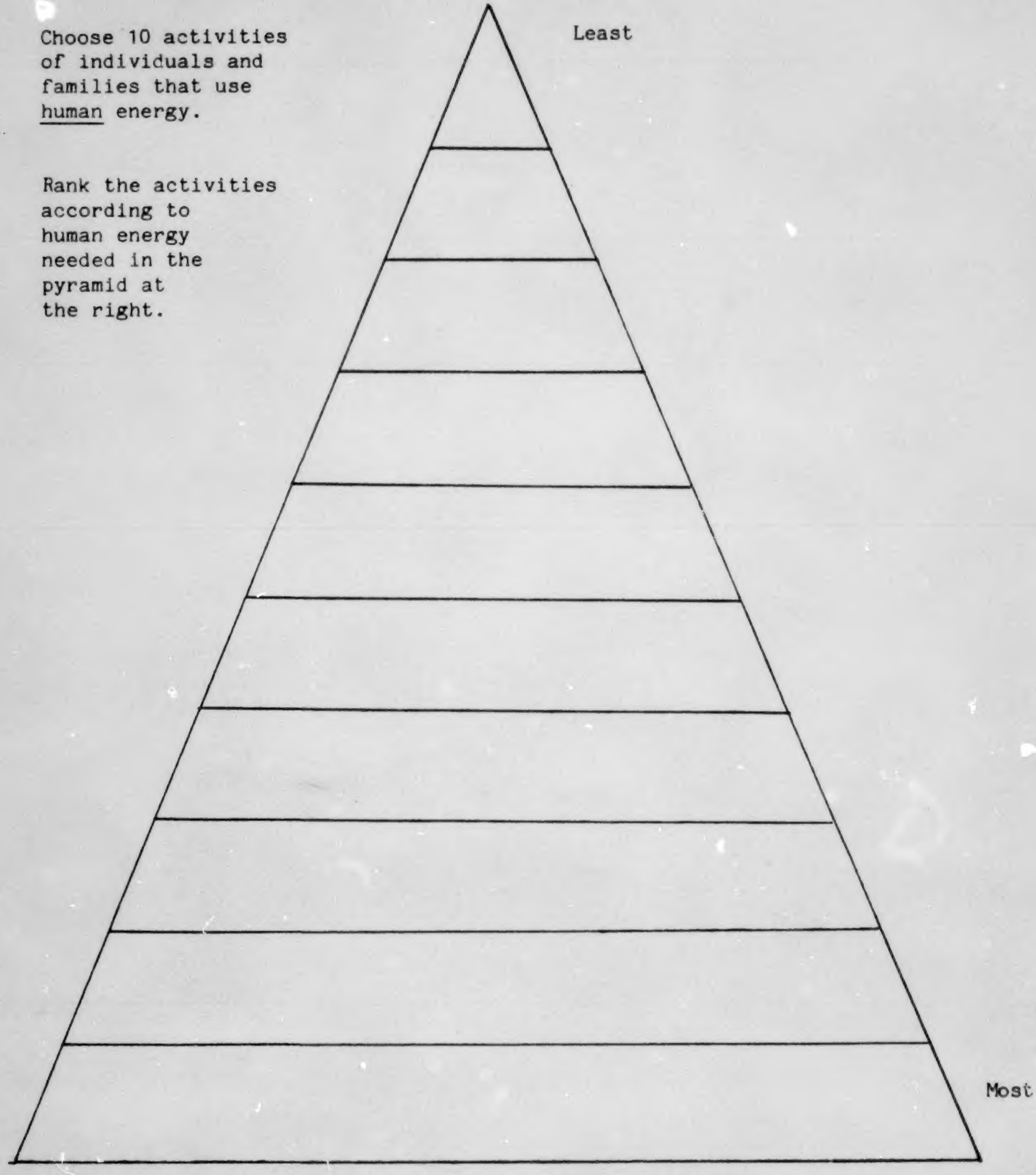
Directions for playing game: Write on cards the activities developed in the above list and assign a number of spaces to be moved backward or forward for each activity. Put this number on the card also. Players draw a card and identify whether the activity uses muscle or fossil energy. If the card drawn is muscle, move ahead the number of squares designated on the card. If fossil card is drawn, remain in the same square until your next turn. Place the card you drew in a discard pile. The player to reach the end of the game board first is the winner. If you are unable to identify correctly whether the activity uses muscle or fossil energy, move backward the number of spaces indicated on the card.


MUSCLE NOT FOSSIL
WOOD
THE WINNER
SOLAR
ADVANCE ONE SPACE
NATURAL GAS
TAKE AN EXTRA TURN
ELECTRICITY
COAL
OIL
MOVE BACK ONE SPACE
GASOLINE
WIND
START

HUMAN ENERGY PYRAMID

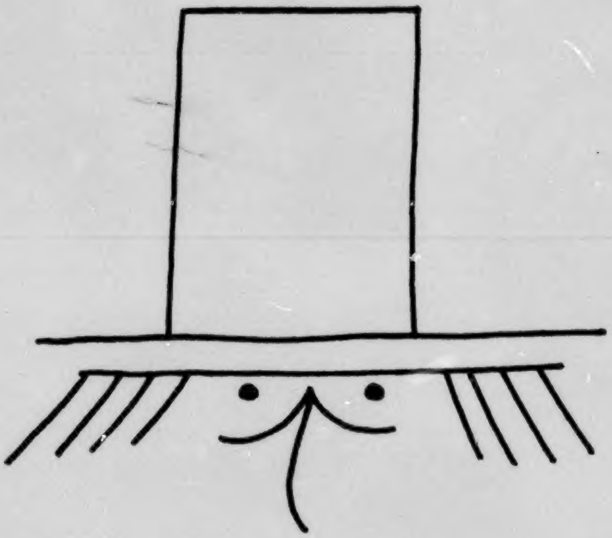
Choose 10 activities of individuals and families that use human energy.

Rank the activities according to human energy needed in the pyramid at the right.



RECYCLING--STEPS TO SAVING

Keep THIS Under Your Hat _____



Recycling Requires Good Management of Resources

USE IT UP

Supplement 3.61
MANAGEMENT
Recycling

OLDIES BUT GOODIES . . . MAYBE

Directions: Place the items listed below (or others) in boxes. Students will select one item at a time and describe it. Brainstorm for possible reuses for each item. Record ideas and then discuss the suggestions. How good are the uses suggested?

1. Old jeans
2. Milk jugs
3. Plastic butter dishes
4. Worn out socks
5. Worn out T-shirt
6. Outgrown clothes
7. Newspapers
8. Pantyhose with runners
9. Aluminum cans
10. Frozen juice cans
11. Magazines
12. Glass jars
13. Cardboard paper towel rolls
14. Cardboard boxes
15. Sweater with hole
16. Bell bottom pants
17. Old scarf
18. Used shoes
19. Old towels
20. Empty ball point pens
21. Broken umbrella
22. Old tire
23. Commode seat, broken
24. Limp pillow
25. Odd cups and saucers

SKILL CHECK SHEET

Directions:

A. List at least 5 activities which occur in the home often and which require some degree of skill. Rate yourself on the degree of skill for doing each task by checking the appropriate column. Beside your checkmark write the approximate time for you to complete the task.

B. Analyze those activities which you rated "highly skilled." How did you gain this skill?

C. On what activities do you need to improve your skill in? How can you improve on them?

SKILL	VERY good	AVERAGE	BELOW AVERAGE	POOR
1.				
2.				
3.				
4.				
5.				
6.				
7.				

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INTERVIEW SHEET ON SKILL DEVELOPMENT

1. How did you learn the skill?

2. How long did it take you to develop the skill?

3. What basic experiences or skills are needed to begin with?

4. Is knowledge of materials and/or products needed? If so what?

5. Do you anticipate any problems? If so please describe.

6. What preparation or training is needed?

7. Is special equipment required? Please list.

8. Is further training needed on a regular basis?

9. Please describe in detail how your skill was developed.

PRACTICING A SKILL

1. Talk with your teacher and agree upon the task that you will use for your Evaluation. Record the task.

2. Have someone observe you doing the task and record the time it took.

3. Did the observer think you also needed to improve how well you did the task?

4. How long will it take to do the task if you cut 1/3 off of the time?

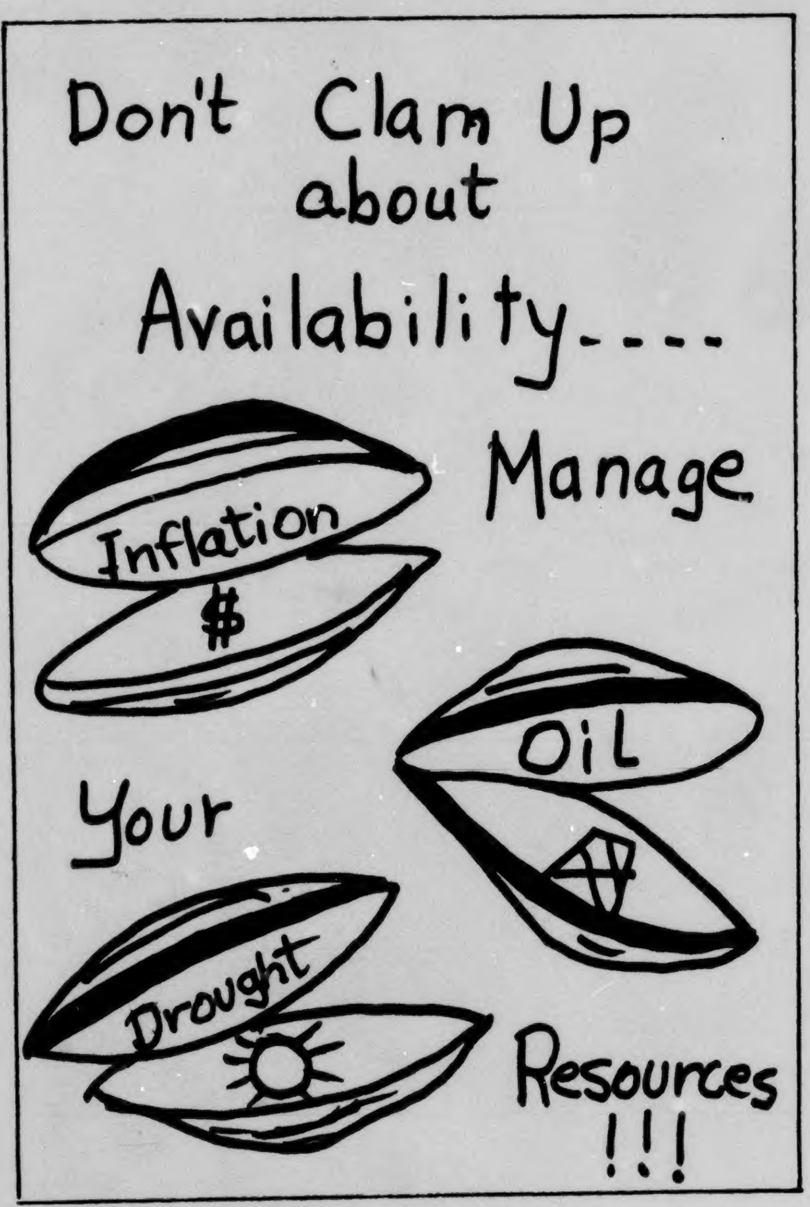
5. Practice the task until you can do it satisfactorily in 1/3 less time. Record time and results for each trial.

	TIME FOR TRIAL	RESULTS
TRIAL 1		
TRIAL 2		
TRIAL 3		
TRIAL 4		
TRIAL 5		

6. If you have not cut 1/3 off of the time by now, talk with your teacher about ways to improve and practice again.

Supplement 3.81
MANAGEMENT
World Influence

STEPS TO UNDERSTANDING WORLD INFLUENCES


Don't Clam Up
about
Availability....
Manage
Inflation
$
Oil
Your
Drought
Resources
!!!

PLANS AND MORE PLANS

1. Mental plans are in the head. This works fine as long as there is not an overload of too many details. Mental planning may be all you need for a simple plan. You may forget the plan if you have interruptions or distractions.

2. A written list is the next level of planning. This list includes the main things you want to get done within a certain time period. It may be what homework you have to do tonight, what to get at the store, or all the "extras" you are to do in a day.

3. Numbered steps in the plan tell you what must be done first, second, third, etc. This is called the sequence, or putting things in the order to be done. Some things can be done only in a certain order--you shower before you dress. If you need eggs for a cake, you have to get the eggs for a cake before you can bake it. At other times a sequence just makes it easier to do.

4. A schedule for your plans may be needed when the load of "to do's" is heavy. A schedule lets you decide in advance what to do when. This is important when some things can only be done at certain times or when a certain sequence must be followed.

5. A PERT chart is helpful when you have many things to do to meet a deadline. You work backwards in making a PERT chart, starting from the deadline. Decide what must be done at various points in order to meet the deadline. A plan using a PERT chart may involve several people working on different parts of the plan or at certain peak times.

6. A critical path is similar to the PERT. You know that there will be peak times when many things must be done at one time. After you list everything that needs to be done, pick out those that can be done at a less busy time. Sometimes they can be done earlier. Sometimes it doesnit hurt to put them off until after the busy time. In this way you lighten the load when you will be very busy.

Gear the amount of planning to how much you have to do.

PRINCIPLES OF PLANNING

A plan should follow four major principles:

1. Simplicity
2. Completeness
3. Flexibility
4. Workability

A plan should be simple. If you spend too much time on details. you may use too much time and effort on planning. A plan that is too elaborate may discourage you when you start to carry it out.

A plan should be complete. Include the necessary details in the plan. You may get bogged down in the middle if you have forgotten important details.

A plan should be flexible. Unexpected things often happen, so if your plan has some flexibility, you are more likely to be able to cope with events that might otherwise keep you from carrying out the plan.

A plan should be workable. A plan needs to be realistic. That means you need to consider the resources you have, including your ability. Arrange your plan so that it will work for you.

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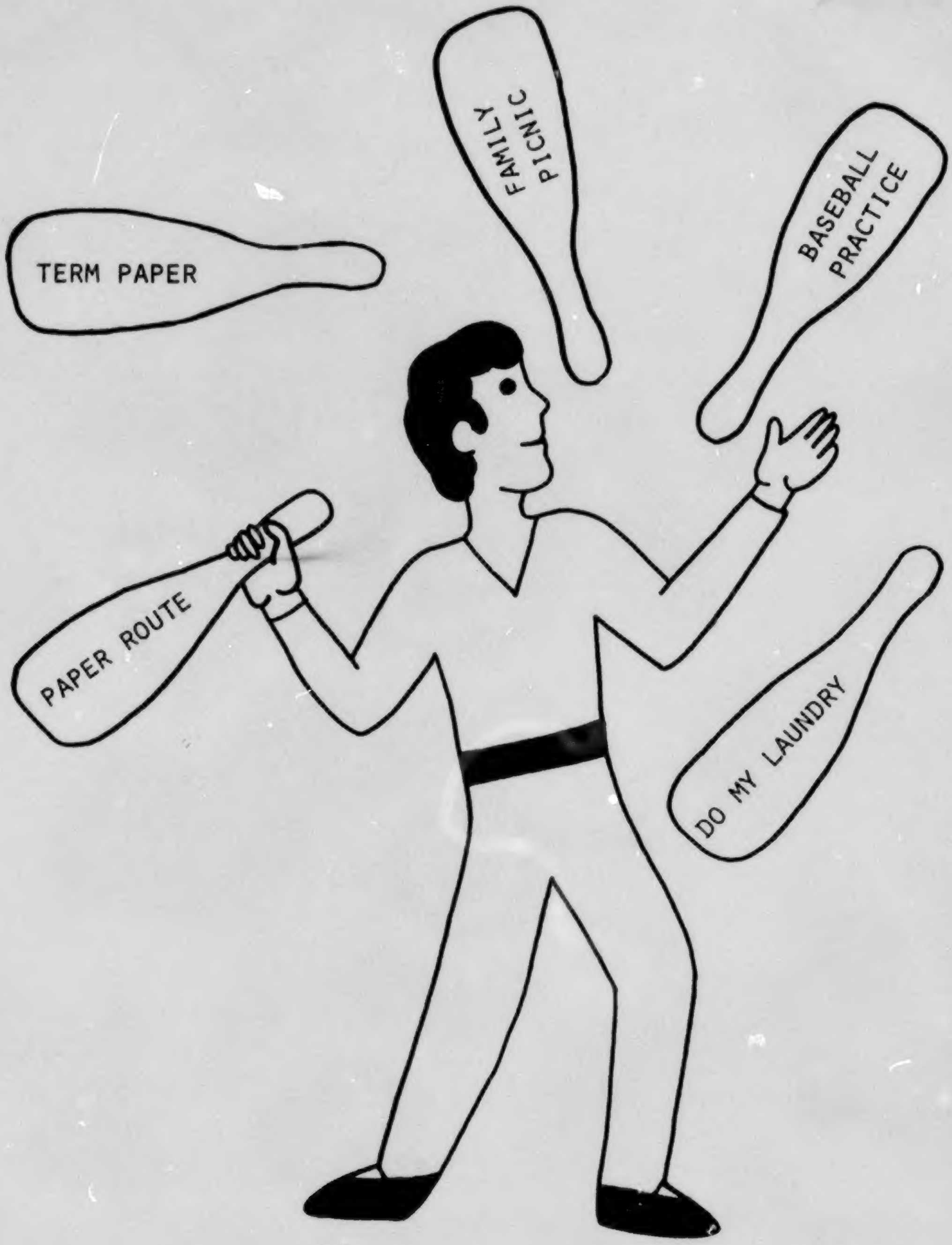
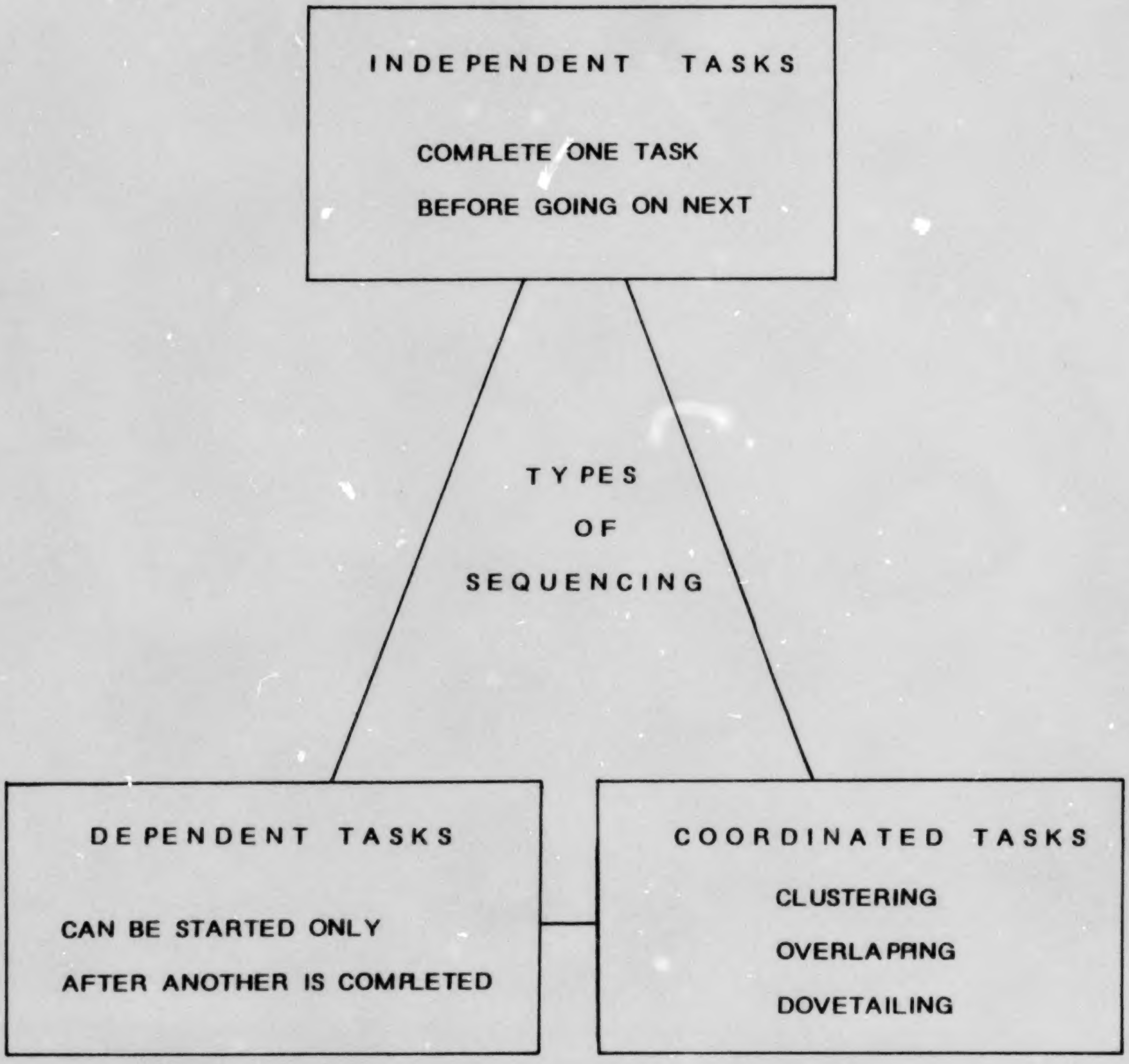
Supplement 4.12
MANAGEMENT
Planning Process

JUGGLING ARTIST


TERM PAPER
FAMILY PICNIC
BASEBALL PRACTICE
PAPER ROUTE
DO MY LAUNDRY

ORDERS OF THE DAY



INDEPENDENT TASKS

COMPLETE ONE TASK
BEFORE GOING ON NEXT

TYPES
OF
SEQUENCING

DEPENDENT TASKS

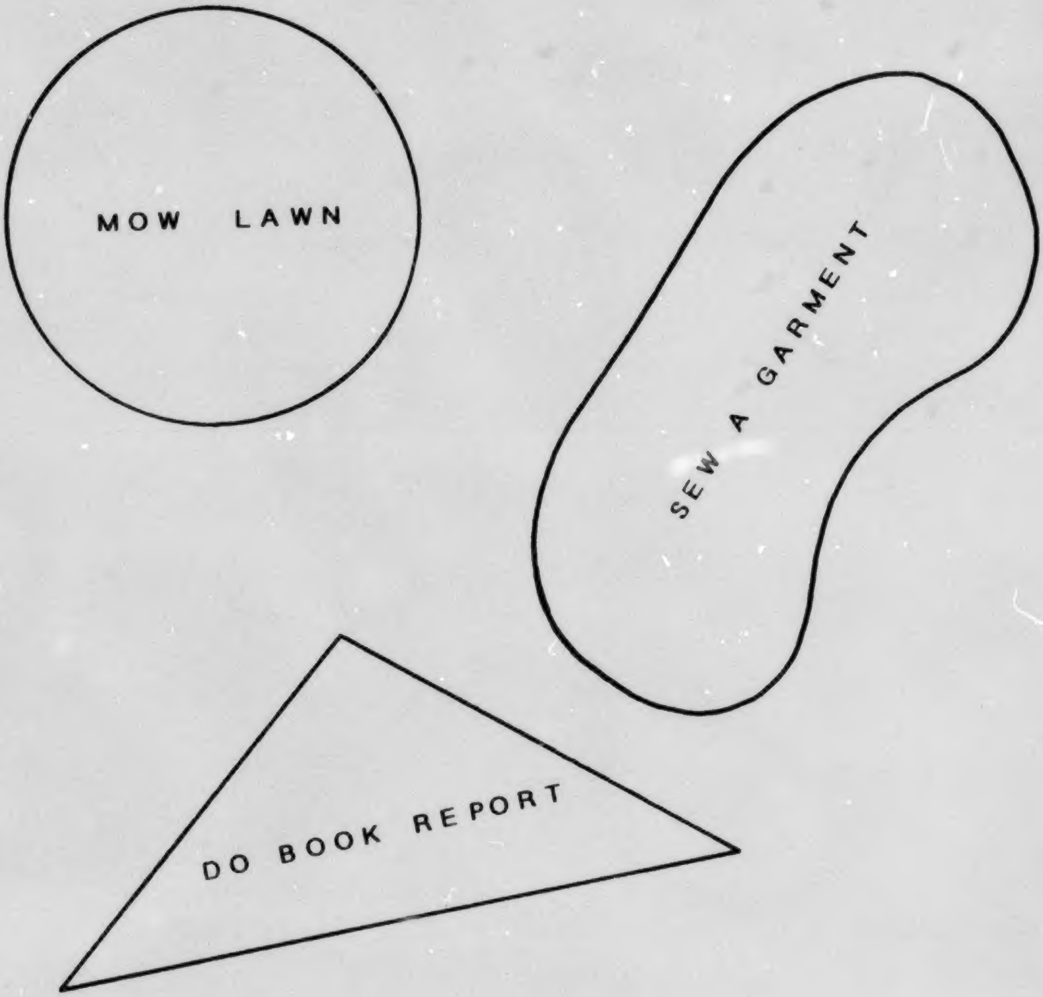
CAN BE STARTED ONLY
AFTER ANOTHER IS COMPLETED

COORDINATED TASKS

CLUSTERING
OVERLAPPING
DOVETAILING

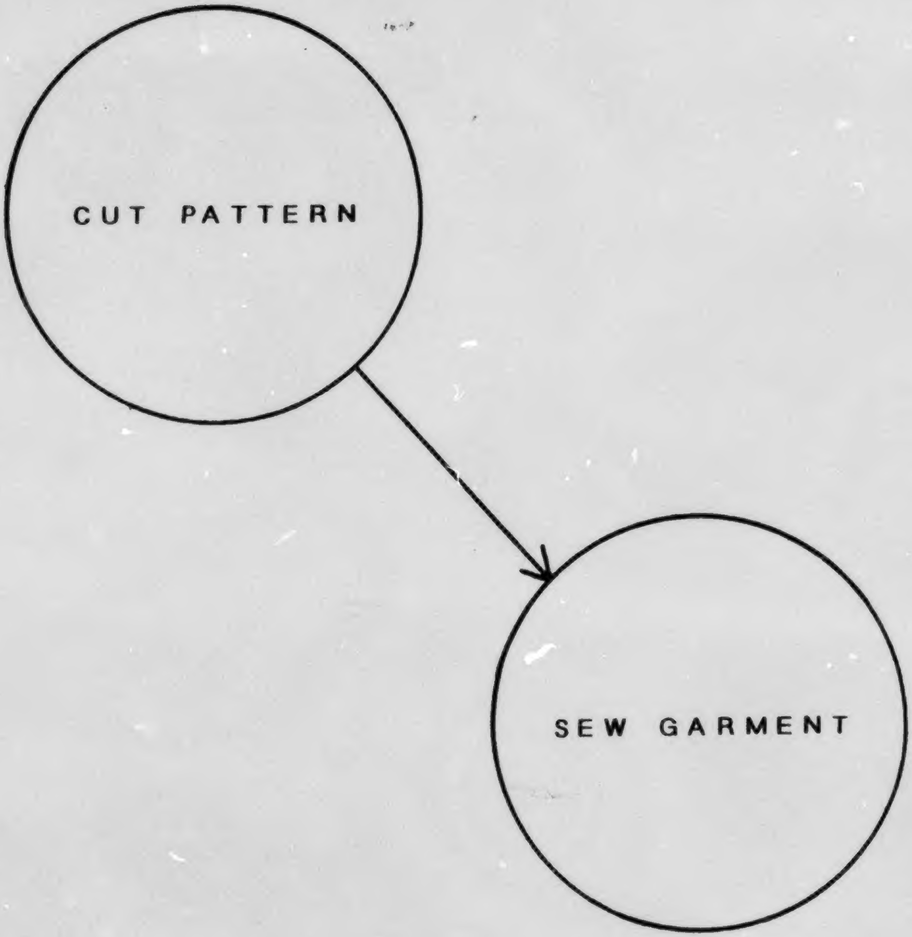
INDEPENDENT SEQUENCING

COMPLETE ONE TASK BEFORE GOING ON TO NEXT


MOW LAWN
SEW A GARMENT
DO BOOK REPORT

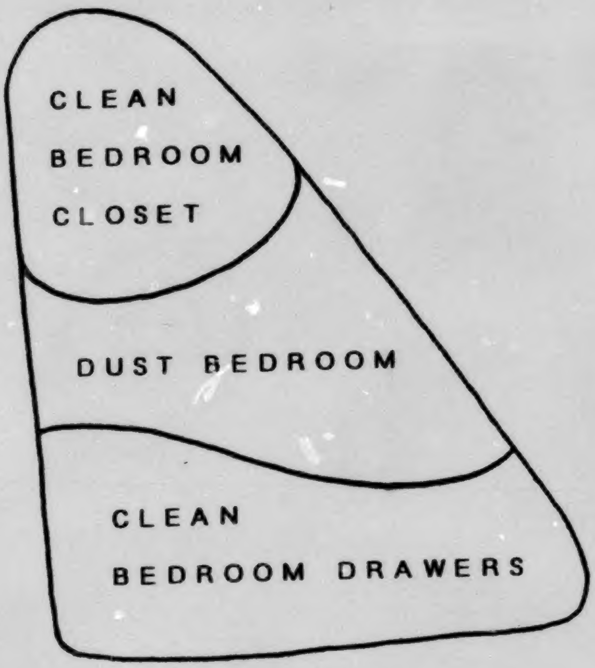
DEPENDENT SEQUENCING

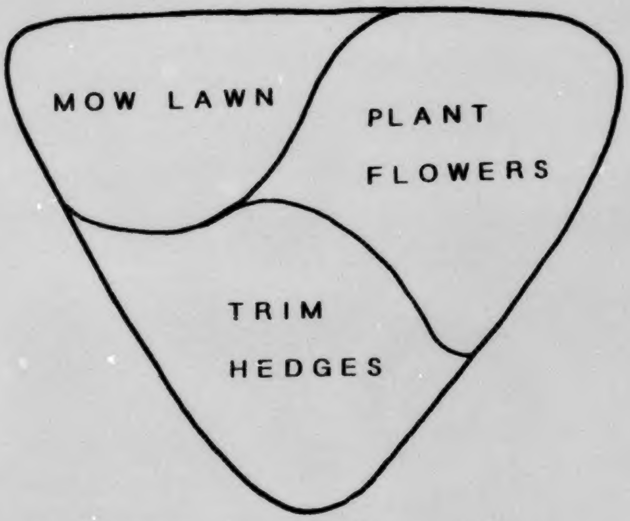
TASKS CAN BE STARTED ONLY AFTER ANOTHER IS COMPLETED


CUT PATTERN
SEW GARMENT

COORDINATED CLUSTERING

COMPLETE TASKS LOCATED IN OR RELATED TO ONE AREA BEFORE GOING TO ANOTHER AREA

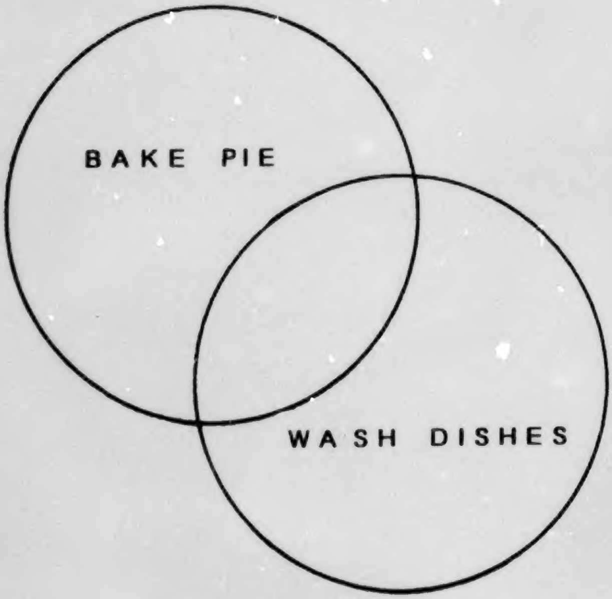

CLEAN BEDROOM CLOSET
DUST BEDROOM
CLEAN BEDROOM DRAWERS


MOW LAWN
PLANT FLOWERS
TRIM HEDGES

COORDINATED

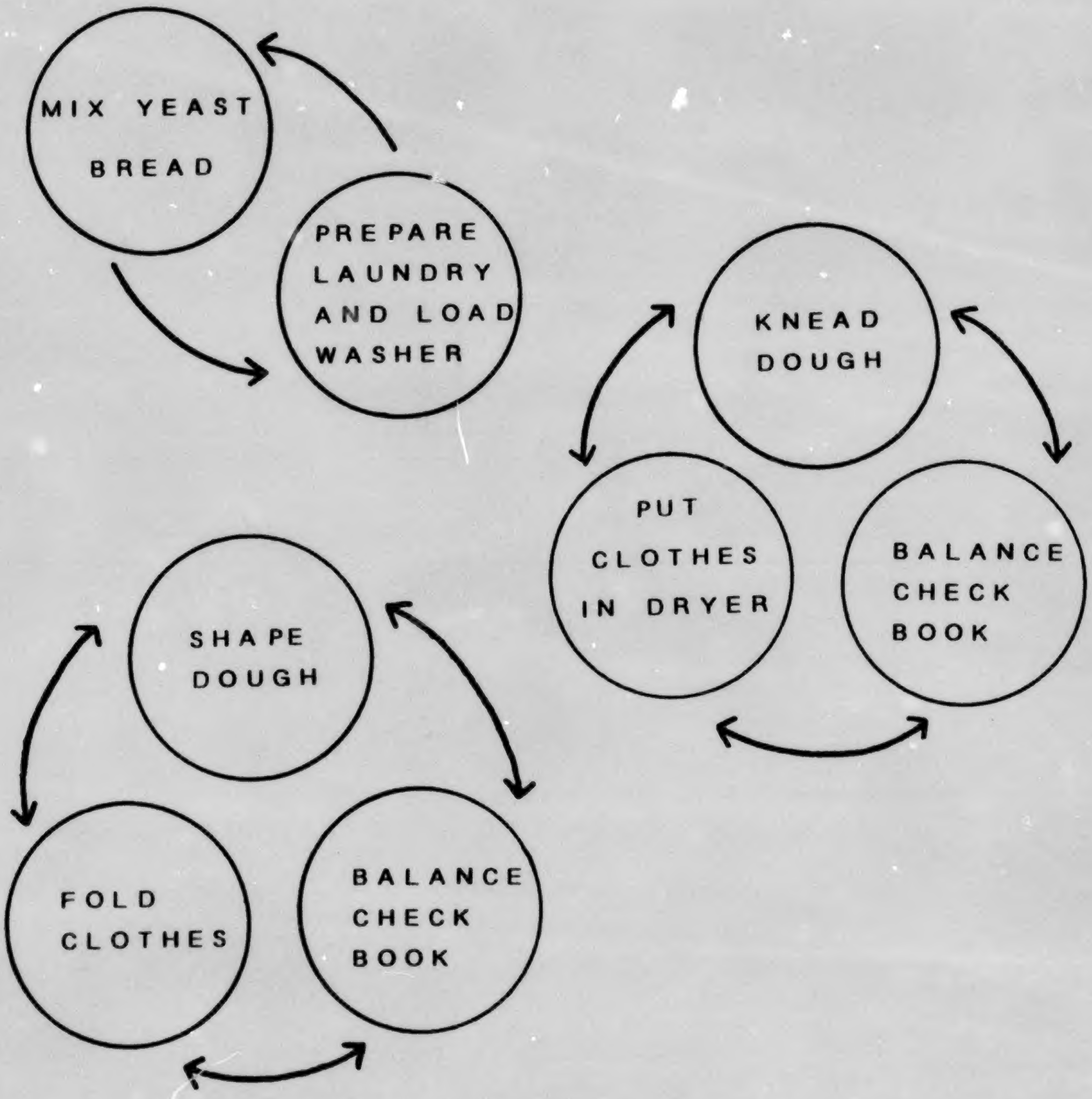
OVERLAPPING

COMPLETE TASKS WHICH ARE REALTED IN THAT ONE JOB IS PART OF THE OTHER JOB


BAKE PIE
WASH DISHES

COORDINATED
DOVETAILING

COMPLETE TASKS BY HAVING SEVERAL GOING ON AT ONCE AND MOVING FROM ONE TASK TO ANOTHER AS THE SCHEDULE PERMITS.


MIX YEAST BREAD
PREPARE LAUNDRY AND LOAD WASHER
KNEAD DOUGH
PUT CLOTHES IN DRYER
BALANCE CHECK BOOK
SHAPE DOUGH
FOLD CLOTHES
BALANCE CHECK BOOK

REVIEW

What are 3 types of sequencing ?

What are 3 types of coordinated sequencing ?

Give examples of different types of sequencing

Supplement 4.12
MANAGEMENT
Planning Process

TYPES OF STANDARDS

A standard is a guide by which you measure something to tell if it is good enough. Setting the standard is part of planning. Although we are not always conscious of standards when we plan, we often have a mental picture of how something we are working on should be. Your standard may not be the same for how you look at breakfast with the family as it is for how you look when you leave for school.

There are three types of standards to consider:

Conventional standards are those that are generally expected by the society in which we live. It is a conventional standard for men to shake hands when being introduced, or to remove their hats when entering a building. It is a conventional standard that boys and girls are expected to be polite to an older person.

Personal standards are those you set yourself. Using fresh flowers on the table is a personal standard. How carefully groomed you keep your hair is a personal standard. People within the same family may have different personal standards about how neat the house is. One person may want the outside of the car clean and shiny but not care about the inside. Another person may accept the reverse, with the inside of the car being clean being more important than the outside. Being satisfied with crooked seams when making garments is a personal standard.

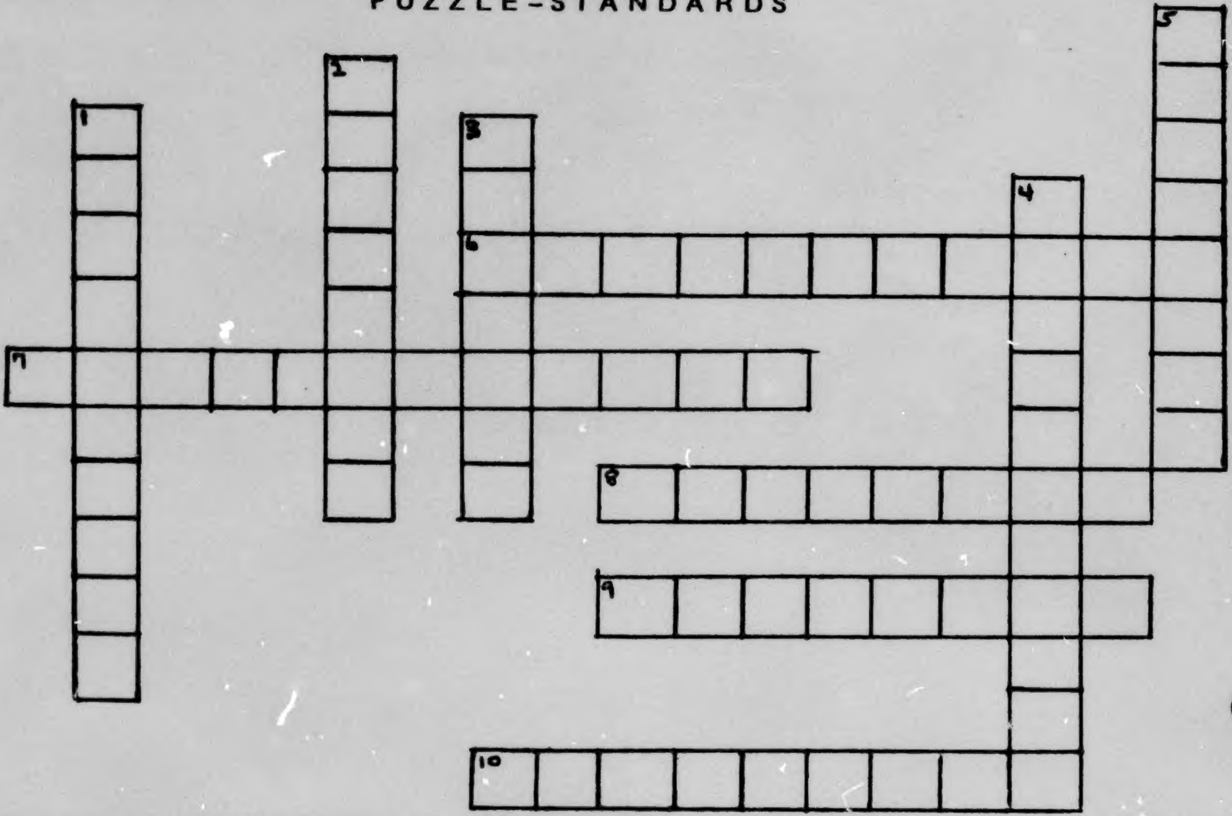
Scientific standards are those that relate to health. Getting enough sleep, adequate nutrition, and going for checkups are all examples of scientific standards. Exercise in sufficient amounts is another scientific standard.

Scientific standards are the only standards that we can say should be followed because of the consequences. These standards have been proven to be best. You should remember, however, that when your personal standards differ greatly from conventional standards, you may pay a price for not following the conventional standards. You may also be obligated to follow some conventional standards that your parents expect while they support you. A restaurant may not permit you to be served if you are barefoot, even if that seems O.K. to you.

What is expected by different groups also differs. Many young people have found that clothes that are accepted by their friends seem wrong to employers. Thus, the penalty for holding to a personal standard when the employer expects a conventional standard is that you don't get the job.

When you set the standard for the plan you are making, you may be setting a personal standard, a conventional standard, or a scientific standard. When might you use each?

CROSSWORD
PUZZLE-STANDARDS



ACROSS

6. Standard measure of something we have done
7. Standards imposed by society or culture
8. Guideline for measuring quantity/quality in reaching goals
9. Standards imposed by the self
10. To endure or adapt to practices or beliefs conflicting with your own

DOWN

1. Standards which involve health
2. Standards imposed by self
3. A standard measure of the degree or quality of something
4. A standard measure of how well you did something
5. A standard measure of the amount or number of something

Key

Across
6. achievement
7. conventional
8. standard
9. personal
10. tolerance

Down
1. scientific
2. personal
3. quality
4. performance
5. quantity

TOLERATING OTHER'S STANDARDS

Role play one or more of the following situations.

1. Karen thinks that wearing pants is wrong. You find nothing wrong with pants in school for girls.

2. Johnny carries his Bible everywhere he goes, but you go to church only occasionally. Sometimes he shows you sections and asks you to read them.

3. The rule says that you are in your seat in the classroom when the tardy bell rings. You always obey this rule. Your best friend believes this is a silly rule and is often late.

4. Your mom thinks that the living room should be neat at all times. You don't mind a few things scattered around.

5. Your idea of mowing the lawn is just that. Your dad thinks it also involves trimming around the house and grounds.

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HOW WELL?

Read the situations below and then answer the questions at the end.

1. Beth agreed to iron Becky's blouse while Becky did the dishes. When Becky started to put on the blouse she noticed it was still wrinkled. Beth admitted that she didn't bother dampening it even though it was all cotton. She added that if Becky was so fussy she should have ironed it herself.

2. Mrs. Ferguson has a cleaning woman who is very thorough even though she doesn't get over much territory. Mrs. Ferguson finally asked her to sweep the kitchen one week and just wipe up spots so she would have time to clean the porch at least each 2 weeks.

3. Joe has the job of cleaning the windows at home. His dad sometimes asks him to do one over if they look too bad. When Joe complained about having to do the job to suit his dad, his father replied, "It looks bad on your mother and me when the windows are so messy."

Answer the following questions:

1. Why did Becky feel that she had the right to set the standard for how well the blouse was ironed? Who do you think was right? Why?

2. Why did Mrs. Ferguson want her helper to not be so particular about the kitchen? Can you think of other situations when the saying that, "If something is worth doing, it is worth doing well," might not apply?

3. Why did Joe's dad want to set the standard for how the windows looked? Can you think of a situation when you might want the house to look better than your family would expect?

4. In what situations would you want to set the standard for someone else's work? How does this relate to tolerating other persons' standards? How do you decide when to tolerate someone else's standards and when to insist on your own?

CHECK THAT PLAN

Place a check after each question if the plan qualifies.

1. Is the plan simple enough to follow easily? ______
2. Is the plan complete enough so that major things are included? ______
3. Is the plan flexible enough to allow for the unexpected? ______
4. Is the plan workable for the person? ______
5. Is there a reasonable standard? ______
6. Will it be easy to check? ______
7. Does the sequence of the plan conserve time and effort? ______

Revise the plan if all questions were not checked.

Supplement 4.21
MANAGEMENT
Coping/Surviving

COPING--STEPS TO SURVIVING

Keep Your Cool!

Planning
Helps Us
Manage
When
The
Unexpected
Happens!

THE UNEXPECTED

The unexpected is a situation, event, or crisis that occurs suddently and interrupts plans. It may be good or bad from your point of view--but it requires new planning in order to cope with the situation. You have already learned that planning is used to reach goals. Planning is also used to cope with unexpected things that were not goals.

How might you plan to cope with....

1. breaking a machine needle when you are trying to finish mending something and you realize that was the last needle in the pack?
2. the person you ride to school with calls at the last minute and says he/she is sick?
3. you have a chance to go shopping this evening to get something you need and you have a test tomorrow?
4. your cousin arrives suddenly to spend three days with you?
5. you have been saving to get your dad a special birthday present but when you get to the store, the thing you had in mind is sold out?

CAN YOU COPE?

Directions to the Teacher: Using this simulation technique requires that each of the statements be written on a separate piece of paper and placed in a box or basket. The student then draws the statements, one at a time, from the box and must indicate how each situation will be handled. This can be done as an individual project or in small groups or as a class with one person responding and others providing alternate responses upon completion.

Directions to the Student: In the basket are many situations that may arise in the course of a school day. Pick the statements one at a time from the basket and indicate how you would deal with each. Develop a realistic plan for coping with each event.

Events:

The English exam you needed to get an A on, you failed.	You wanted to run for Student Council President but didn't get nominated.
Your boyfriend/girlfriend broke up with you.	Your weekend plans fell through.
You wanted to get to school early but instead missed the bus.	Your best friend is moving away.
Your new designer jeans/sweater got torn on a rough desk.	You forgot your lunch and have no money.
You want out of typing class, but they won't change your schedule.	You got into a confrontation with a teacher and were sent to the office.
You forgot your brownies for the FHA bake sale.	You have to stay after school for basketball practice but promised to help your neighbor paint.

STANDING PLANS

1. After a basketball game Renee always goes to the Pizza Hut with friends for a snack. After she places her order, she calls home. Mom or Dad will pick her up on the corner 45 minutes after her telephone call.

   What's Renee's standing plan?

   How does having a standing plan save time?

   How does having a standing plan save effort?

2. Great Aunt Emma frequently calls on Saturday or Sunday and announces she will be over in half an hour for a short visit. Dad runs the vacuum cleaner in the hall, living room and dining room. Fred picks up and straightens the bathroom and gets our Great Uncle John's picture to put on the hall desk. Mother starts preparing the meal of meat loaf, mashed potatoes, apple sauce and a salad (Great Aunt Emma needs new dentures). Emma Marie picks up and straightens in bedrooms.

   What is the family's standing plan?

   How does having a standing plan save time?

   How does having a standing plan save effort?

3. After school Mom sometimes takes us to the Mall shopping. We get home at 5:30, so we can have supper ready when Dad and Joe get home from work at 5:40. Mom sets the table, pours the milk and starts the coffee pot. Mariam opens 3 cans of tomato soup and puts on the stove to heat, then gets out the pickles. I prepare 7 grilled cheese sandwiches.

   What is our family's standing plan?

   How does having a standing plan save time?

   How does having a standing plan save effort?

Supplement 4.23
MANAGEMENT
Coping/Surviving

JUST IN CASE

Directions: Perform the following minute dramas:

SITUATION 1

Jasper gets home from band camp tomorrow. He called his parents to let them know when his bus will arrive.

Jasper: Mom, I'll be back at 6:15. Can you and Dad pick me up?

Mom: We'll be at your grandmother's all day tomorrow but we planned on being back in time to pick you up.

Jasper: If you're not there when the bus comes in, I'll wait outside the bandroom until you come.

SITUATION 2

Chris and Lindsey are planning to go to a film festival this Saturday.

Chris: The festival starts at noon. I will pick you up at 11:30.

Lindsey: I have to get my hair cut at 10:00 but I should be home by then. Call before you come and if I'm not home yet I'll meet you there.

SITUATION 3

Dave and Joyce have a track meet next week. Joyce plans to ride with Dave and his father.

Joyce: What time are we leaving?

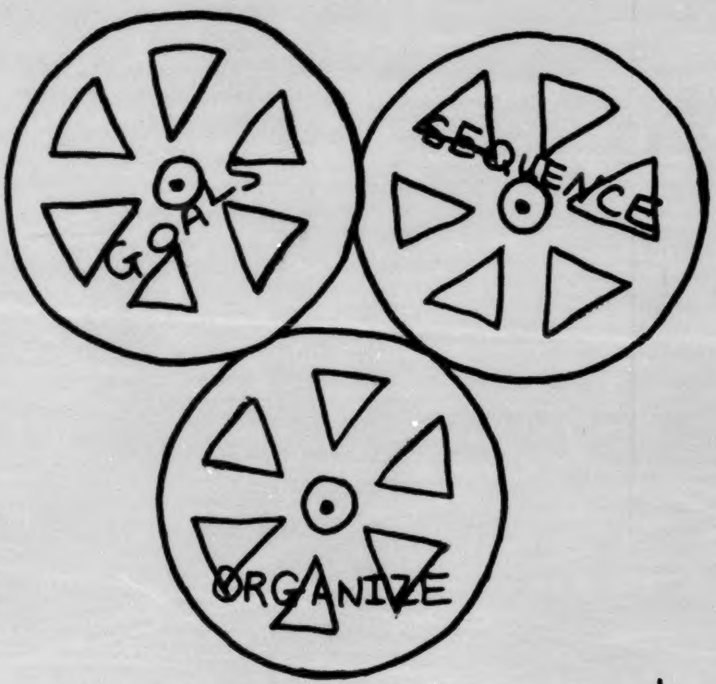
Dave: The meet starts at 5:30 and Dad doesn't get off work until 5:00. Can you go with me to his office to save time?

Joyce: If I can, I'll be at your house by 4:30. Otherwise, you will have to pick me up.

Supplement 4.31
MANAGEMENT
Leadership Qualities

STEPS TO LEADERSHIP

Turn the Wheels of Successful Leadership -


GOALS
SEQUENCE
ORGANIZE

PLAN FIRST!

PLANNING SHEET

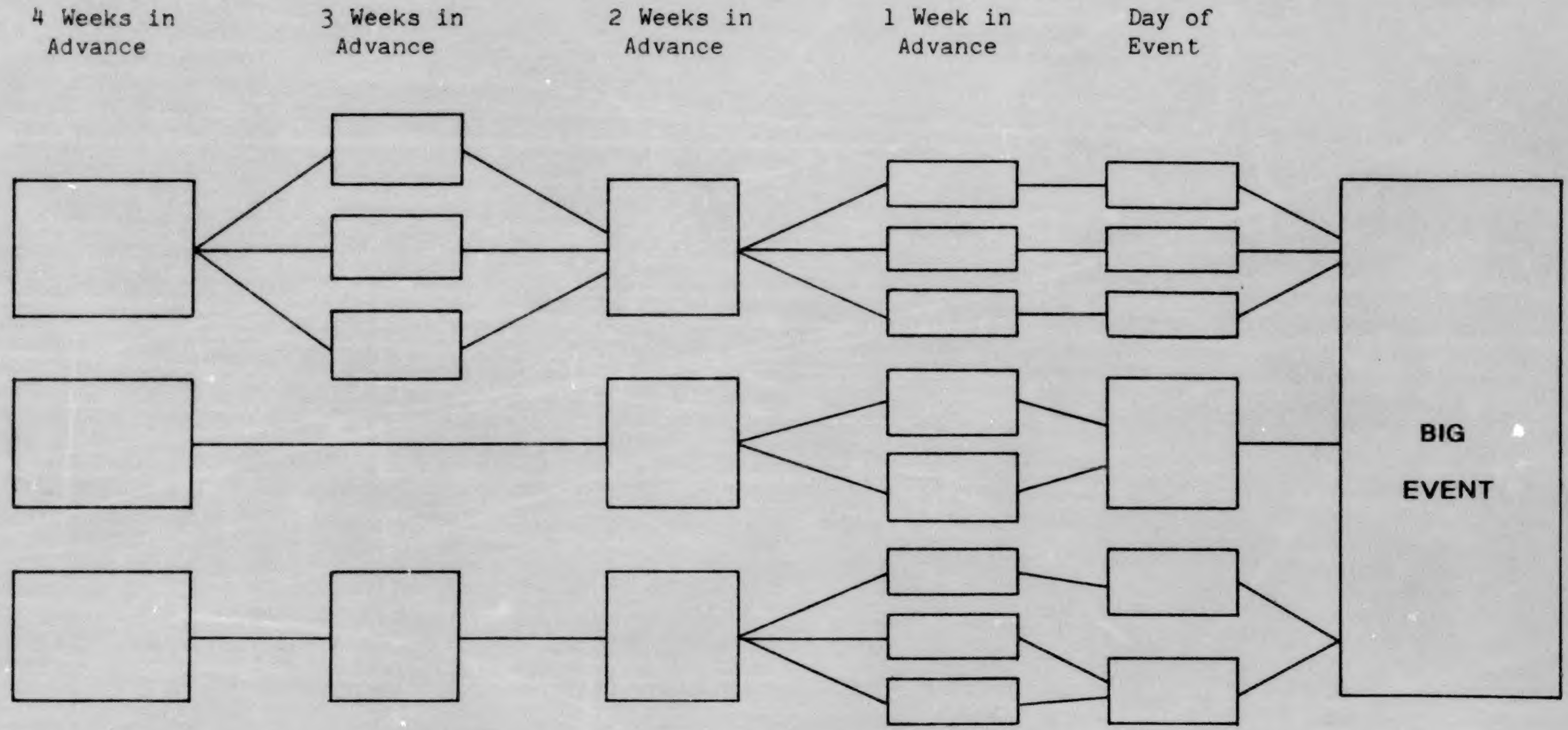
URPOSE - ____________________

Timing	Activity	Methods	Who Responsible	Resources
m-73				

t equipment needed and materials needed:

Supplement 4.31
MANAGEMENT
Leadership Qualities

PERT CHART


4 Weeks in Advance
3 Weeks in Advance
2 Weeks in Advance
1 Week in Advance
Day of Event
BIG EVENT

Draw as many boxes as needed and set as many time periods as you need in working toward the big event. Write in what is to be done in each box.

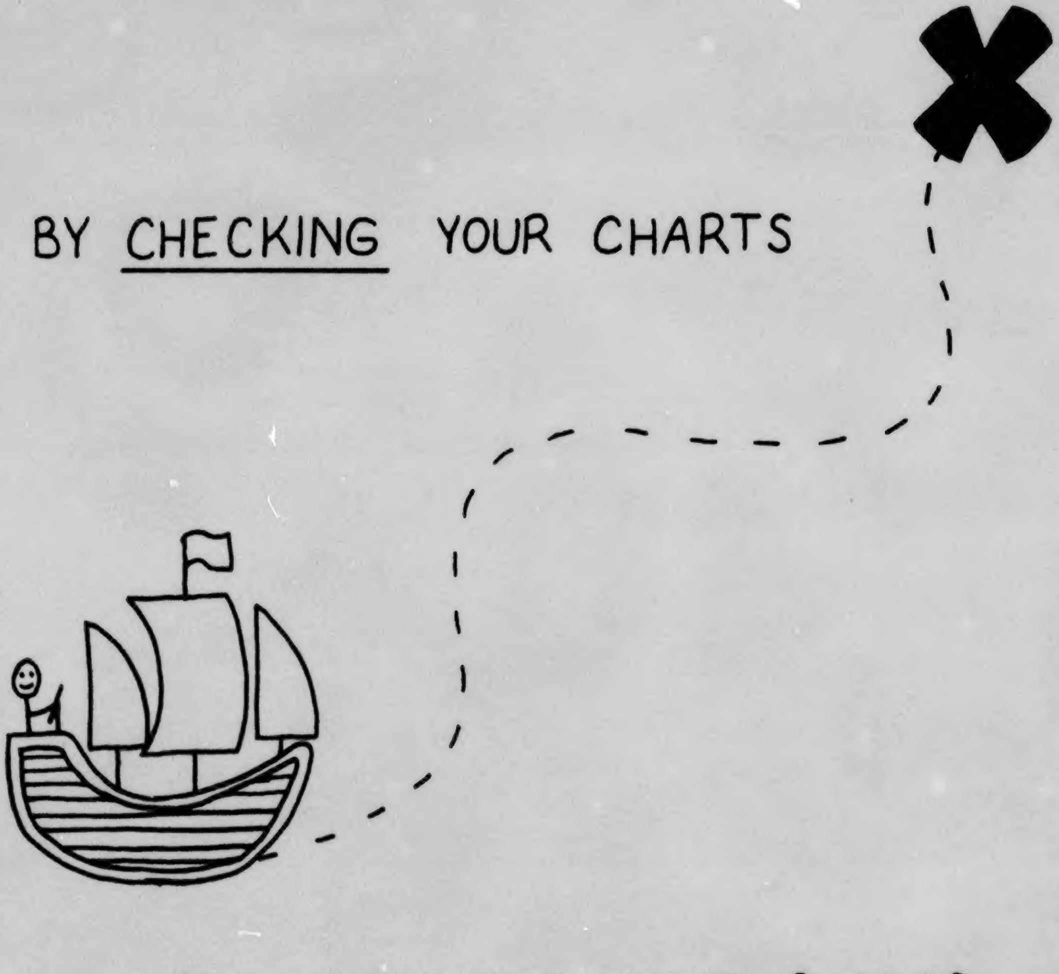
m-74

Supplement 4.31
MANAGEMENT
Leadership Qualities

Supplement 5.11
MANAGEMENT
Controlling

KEEP ON COURSE

BY CHECKING YOUR CHARTS



AND ADJUSTING YOUR RUDDER

SECRET OF CONTROLLING A PLAN

Now that you have a plan, you are ready to take action. If you are not careful to control action, you may find yourself at the wrong destination. Or if you don't take action, your plan ends up as a daydream of what might have been.

But once you get started carrying out the plan, there are two main things to remember in keeping your plan on course. These are checking progress and adjusting the plan if need be. Adjusting a plan may involve adjusting the sequence or adjusting the standard. Checking progress lets you know when the plan needs to be adjusted.

Checking the plan means seeing whether or not things are moving along as planned. If you planned to get a cake in the oven so it would bake before you leave for a meeting but then make a phone call and forget about the time, you have not checked your progress. These are various ways to check plans which you will learn about in this series.

At times plans must be adjusted. This means that you change the sequence of doing things or change the standard. If you have three things to do in the next hour but find something keeps you from doing one task at the exact time you planned, come back to it. An example is making a phone call only to find the line is busy. Adjusting the plan would be to go ahead doing your other chores and then try making the phone call a little later.

The standard is changed if you planned to make a cake to find that you don't have enough confectioner's sugar to make frosting. You may decide to simply make sauce rather than frosting. You haven't changed the basic plan to make a cake.

At other times, everything goes wrong with a plan. It may be better to simply stop and start over with a new plan. It is a new plan if we change both standard and sequence. This won't happen too often if we have planned well to start with--but part of management is knowing when a plan needs to be discarded and a new one made.

CONTROLLING PLANS

Directions: Read the case studies and answer the questions at the end.

1. Larry meant to get up early to finish his math assignment before he went to school. He set his alarm clock for 6:00 a.m. When he got up, he set his alarm for 7:00 a.m. so he would be sure to start getting ready for school as he has to leave at 7:30.

2. Beth is making fudge brownies. She preheats the oven, prepares the batter, and places it in a pan. She next puts it in the oven and sets the minute reminder. When the buzzer goes off, she removes the pan without checking to see if it is firm. She knows that fudge brownies never seem done when they really are, so she has to rely on time and correct baking temperature.

3. Bob is making a lemon meringue pie. In making the meringue, he beats the egg white until it is glossy and will stay in a spoon turned upside down.

4. John is making the bed. When he finishes, he glances at the bed and notices that the spread drags on the floor on one side and there is also a lump. He pulls the spread over so it doesn't drag and also lifts the spread to smooth out the blanket that was wadded.

5. Judy has her clothes in the dryer. Since she doesn't like pressing, she is careful to get them out at just the right time. She set the control on prema-press and then checks a few minutes later. Her polyester pants suit is barely damp so she hangs it up to finish drying. Her nylon shell sweaters still seem quite wet so she puts them back in the dryer.

6. Jerry has an hour before he has to get dinner on the table. He figures he can rest a few minutes first while he reads the sports page, then peel potatoes and get the rest of the meal started. When he goes out to get the paper, he finds that it has not come yet. He goes ahead and peels potatoes and leaves them in water for a few minutes and then reads the paper that has arrived meanwhile.

7. Roy plans to shower and then press a pair of trousers to wear. He finds his dad is still in the bathroom so Roy presses his pants before he shaves in order to lose no time.

8. Carolyn planned to make biscuits this evening for dinner but arrived home later than usual. She decided that the menu she had planned really needed the biscuits, but that they would have to settle for canned buscuits instead of homemade ones.

9. Burt plans to clean up before going on a date. It is so late when he gets home he doesn't have time to shower so he splashed water on his face, brushes his teeth, and puts on a fresh shirt. He smoothes down his hair, as he grabs the same jacket again and leaves on time.

Answer the following questions about the case studies and discuss with a classmate how each plan was controlled.

A. In which case studies were mechanical means used for checking progress?

B. Which situations used checking methods that require judgement?

C. Which case studies showed checking the time schedule?

D. Which case studies showed checking the standard?

E. In which case studies were plans adjusted through changing sequence?

F. In which case studies were plans adjusted through changing standards?

THE SHOW MUST GO ON

Teacher Directions: Divide the class into two or more teams. Determine the length of time you wish to spend on this activity. If each student draws only one chance card, one set will accommodate 25 students (have five sets of the plans for this many students). If you allocate more time, have a separate set of plans and chance cards for each team so that each student will draw more than one chance.

Color code the chance cards to match the plan cards but mark on the back to distinguish between plan cards and chance cards, or use different sizes for the cards.

If more than one team is playing independently (rather than taking turns), assign an observer or judge to each team to rule on whether or not answers are appropriate. You may wish to hear appeals, or establish a "court of appeals". Please note that the rules indicate that the only changes in the plan that can be made is either in the standard or in the sequence. Students may, however, make a different change on the next round. Assume that modifications are not cumulative--go back to the original plan each time.

Directions for Playing: That "the show must go on" whatever happens is an old show biz slogan that most companies try to follow. In this game the "show" is your plan. You have two ways to keep the show going on when something interferes with your plan: change the standard or change the sequence.

1. Each player will draw one of the plans and describe the plan in more detail.

2. Each player will then draw a chance card that may require an adjustment in the plan. He/she must then tell how the plan will be adjusted by changing either the standard or the sequence. The show goes on if the player can do this and the player stays in the game. The player drops out of the game if he/she does not give an appropriate response.

3. Players continue drawing chance cards and responding until all chance cards have been used or no players are left on a team. The winning team is the one with the most players still in the game at the end.

Plans (have on cards of different colors):

1. You are planning a Saturday night birthday dinner for a good friend and four other guests. Your family has only service and table space for six people, so they will eat out or eat early.

2. You have planned to work all weekend on your lessons. Semester exams are next week and you want to be sure to keep up the average you have worked so hard to achieve.

3. You want to look especially nice for the Homecoming game and dance this weekend. You also want to be rested because you aren't used to staying up that late.

4. You have planned to work for the next four Saturdays to earn enough money for your Christmas shopping, which you will do Friday and Saturday after Thanksgiving.

5. You have planned to have all of your work at school caught up before Thanksgiving because you will be going with your family to visit your grandmother who lives in another state. You will get back late the night before you must go back to school.

Chance Cards for Plan 1:

One of your guests can't be on time.

Your mother says you will have to watch out for your little brother who sprained his amkle and can't go out with the family to eat.

Your arrangements for the birthday cake fell through.

You are late getting home that afternoon and will have trouble getting everything ready.

Your cousin arrives suddenly to visit you.

Chance Cards for Plan 2:

You wake up Saturday with a bad headache.

Your cousin visits unexpectedly.

You forgot one of the books at school that you need.

Your family surprises you with a party.

You discover that the term paper that is due will take twice as long as you planned.

There is a storm and the electricity is off Saturday evening.

Chance Cards for Plan 3:

The drycleaners was closed when you went to pick up what you were going to wear to the game. It will be open from 1-4 only. Your outfit for tonight is there also.

Your mother won't be there to watch out for your little sister after the game. There goes your nap.

There is such a traffic jam at the end of the game that you are later getting home from the game than you planned.

The hot water tank bursts just as you start to get ready.

A big thunderstorm starts just as you are leaving for the dance. Your only raincoat is filthy.

Chance Cards for Plan 4:

You have so much homework one weekend you don't feel you can afford the time to work on Saturday.

The children are sick one Saturday and the family won't be gone as planned.

Your mother needs you at home one Saturday because company is coming and she has to work.

Your cousin visits unexpectedly.

You have a sore throat and can't get around the children.

Chance Cards for Plan 5:

You get a new term paper assignment that you didn't expect.

You are sick and miss a day of school.

The electricity goes off right when you start working.

Your little brother is making so much noise you can't concentrate.

The washer breaks down and you have to go to the laundromat when you planned to study.

I FEEL PRODUCTIVE WHEN...

Add to this list and share with classmates.

1. I get to school in time to get my things organized.

2. I finish an assignment during study period.

3. I clean my closet or finish some other chore.

4. I have everything I need when I start a job.

5. Someone recognizes my work.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

MAKE YOUR WORK EASIER

1. Develop an awareness of how you are doing things and then see if there is an earier way to do them.

2. Take advantage of personal situation--work when there are few interruptions and when you have more energy.

3. Avoid backtracking--get what you need on the first trip.

4. Choose equipment and supplies to make work easier.

5. Use equipment and supplies in a way to make work easier.

6. Arrange equipment and supplies to make work easier--check the work height.

7. Decide when the task can be done easier.

8. Think of where the task can be done easier.

9. Spread out work to avoid too many demands at a particular time.

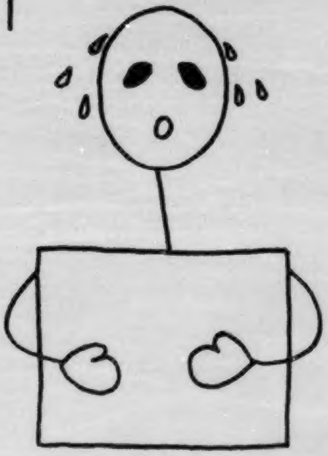
10. Set up a system of reminders--some jobs are harder because you forgot to do something ahead of time.

11. Take steps to make it easier to clean up after doing a job.

12. Get things together that are used together.

13. Stand and sit in positions that reduce fatigue; use methods to move things that reduce strain.

1



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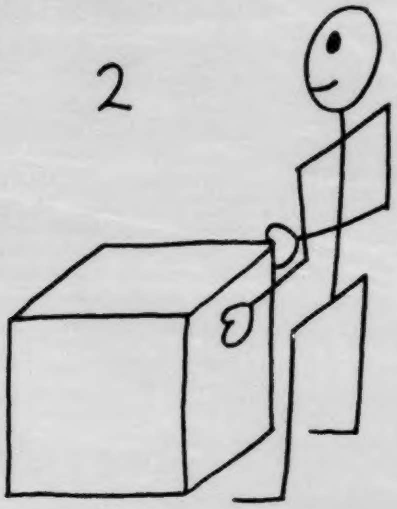
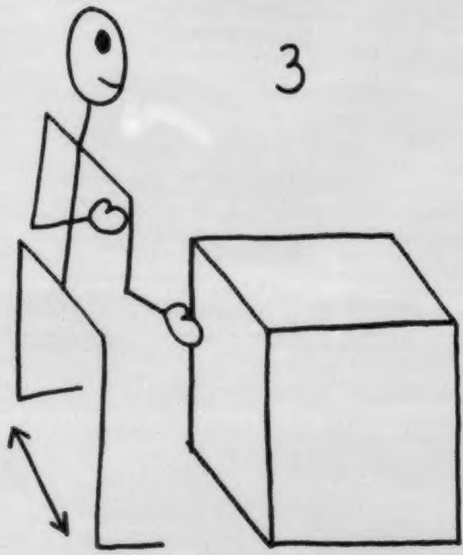


SAFE LIFTING TECHNIQUES

3



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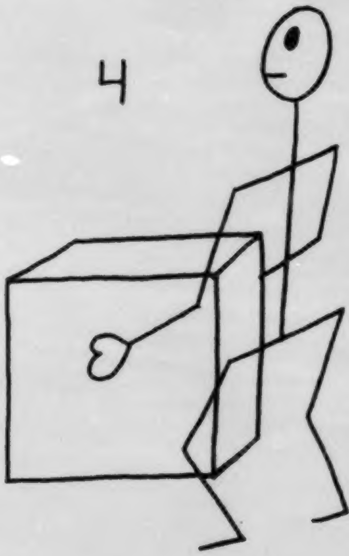

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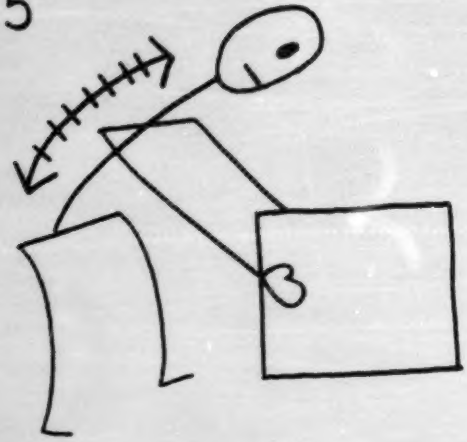

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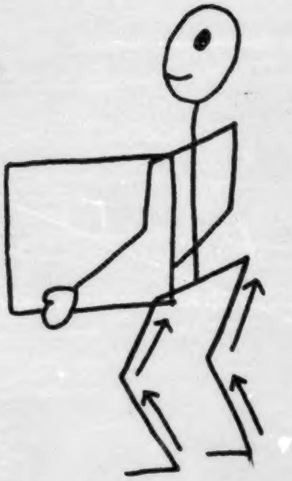

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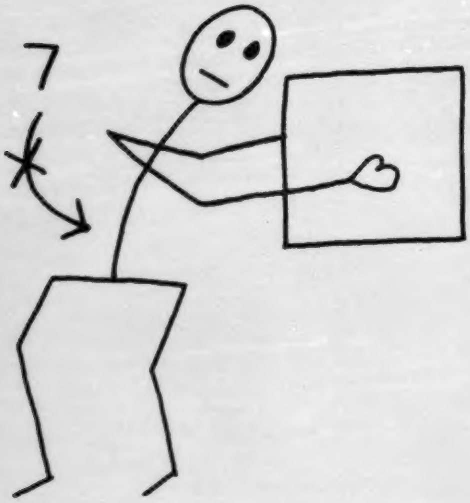

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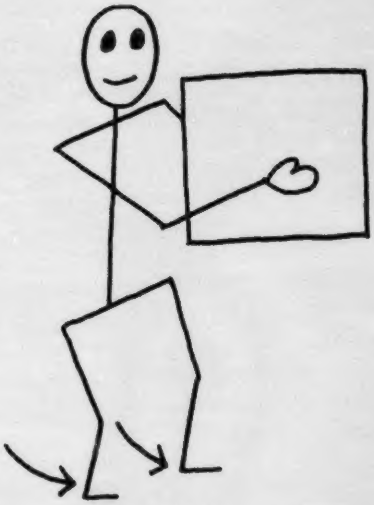

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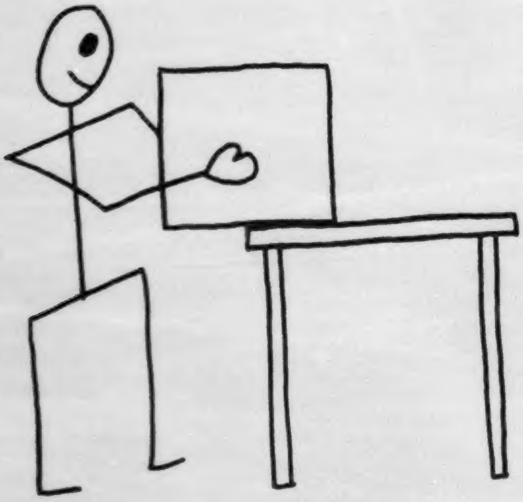

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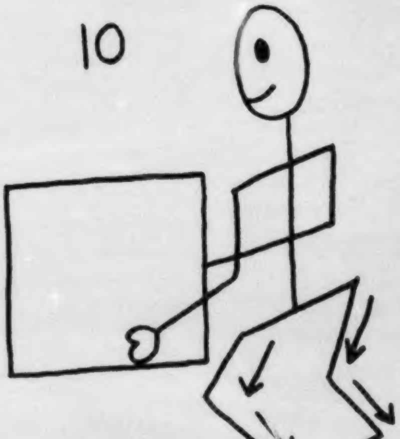


Script

Lifting is one of the jobs done wrong more often than right. By always using proper lifting methods, employees can do their jobs easily and without injury.

Lifting, carrying, or placing large or heavy objects may result in an injury if not done properly. Whether a worker pulls a muscle, gets a "crick" in his/her back or twists a knee, it still hurts; he/she may lost time on the job, and such loss could have been prevented by using proper lifting techniques.

1. Size up the load first; do not attempt to lift it alone if there is any doubt in your mind about your ability to do so safely.

2. Place your feet close to the base of the object to be lifted. This is important because it prevents the back muscles from taking all the load.

3. Make sure that your footing is secure. Get a good balance by placing feet fairly wide apart (8 to 12 inches).

4. Bend the knees and squat.

5. Don't stoop. Keep the back straight and as nearly vertical as possible. If necessary, spread the knees or lower one knee to get closer to the object.

6. Now start pushing up with your legs, thereby using your strongest set of muscles. Keep the load close to your body as you come up. Life the object to the carrying position.

7. If it is necessary to change directions when in the upright position, be careful not to twist the body.

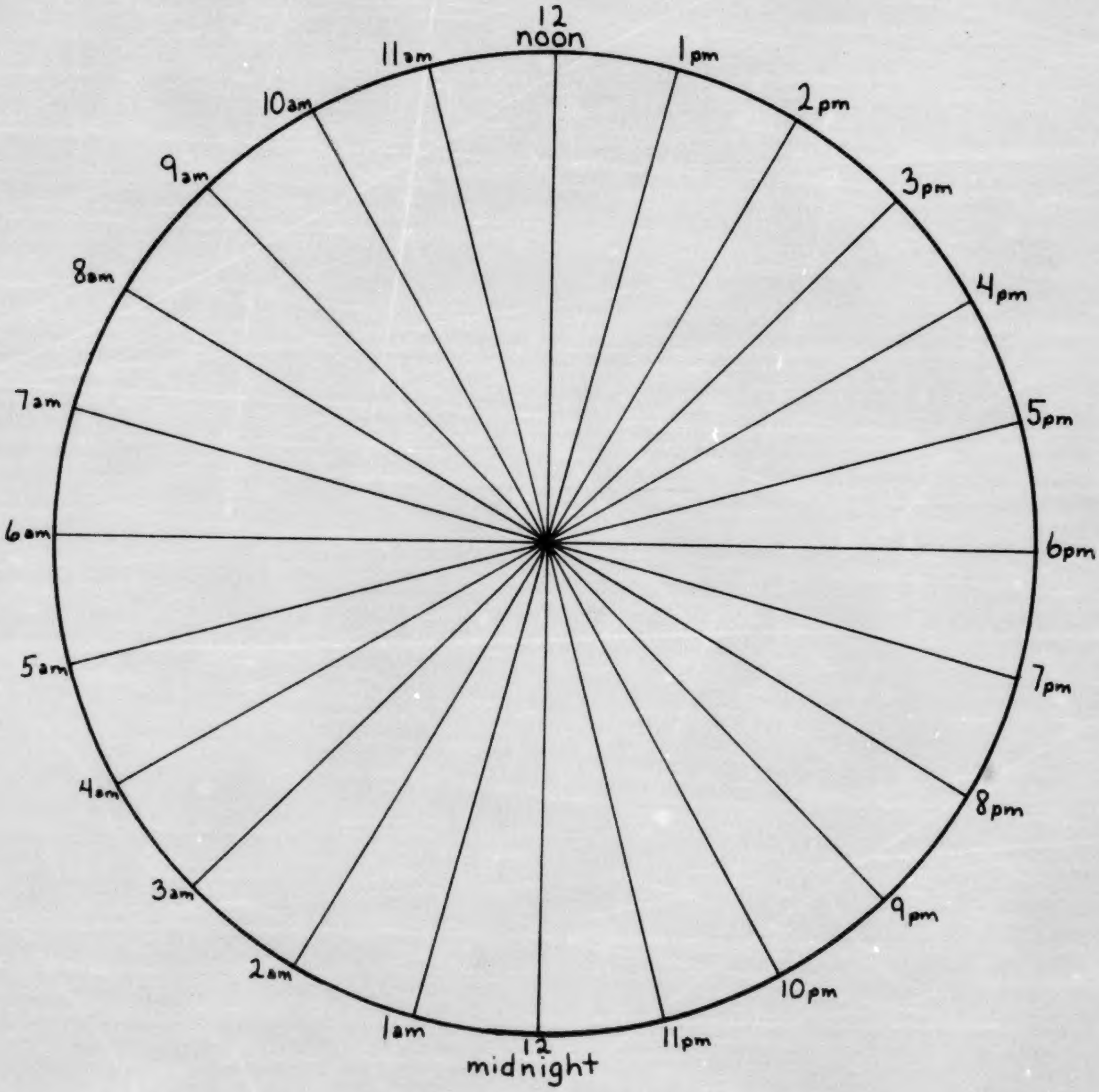
8. Turn your body with changes of foot positions.

9. If you deposit the load on a bench or table, place it on the edge to make the table take part of the load, and then push it forward with the arms; or if necessary, with part of the body in a forward position.

10. When putting the load down to the floor surface from a waist-high carrying position, bend the knees and with a straight back carry the load close to your body; lower the load with arm and leg muscles.

MOOD WHEEL

Mark the wedge that represents the time you normally get up. Each wedge represents one hour. In each wedge write how you usually feel at that hour.


12 noon
1pm
2pm
3pm
4pm
5pm
6pm
7pm
8pm
9pm
10pm
11pm
12 midnight
1am
2am
3am
4am
5am
6am
7am
8am
9am
10am
11am

Answer the following:

1. At what time are you most alert?
2. At what times are you tired or least alert? When are the slumps?

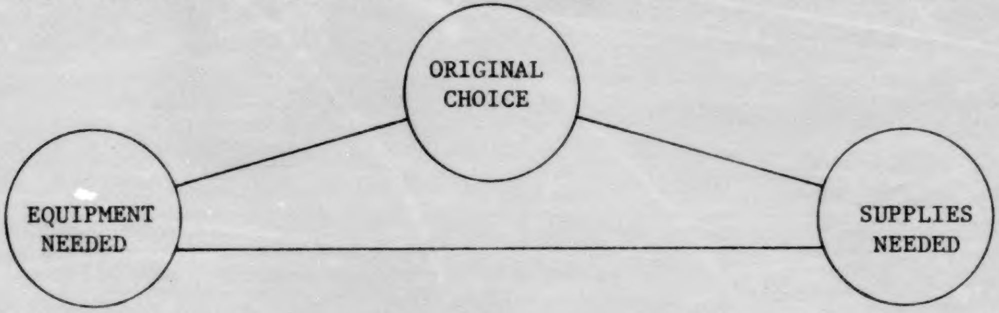
Color the time wedges to match your moods.

Supplement 6.31
MANAGEMENT
Making Work Easier

EASY WORK

Modern-day materials, supplies, and equipment help make our work easier than that of our great-grandparents. Today's homes and their contents are designed to be easier to maintain. Since we can make work easier, we can do more things in a day. Women today often work outside the home, whereas in former times it took more people just to keep the household operating. Finding the right products to make work the easiest may take some experimentation because of the many choices available. Convenience may cost more but it allows families to do more of their own work, even when both husband and wife work away from home. The most convenient product may not always do the best job. Even so, we often look for the product that will make the job easier in order to get more different things done.

Choosing products to ease work is a three-step operation as shown below.



The original choice of materials, surfaces, construction, and design of the home and objects in the home helps determine how easily they are cleaned and maintained. Solidly constructed furnishings with smooth lines are easier to care for. The type of coverings used for furniture, wall finishes, and floor coverings all influence ease of cleaning.

The choice of equipment used to maintain the home can make work easier. In general, electrical equipment is easier to use than hand operated equipment. Electricity provides part of the power rather than your having to do all the work. Sometimes, however, a high quality hand operated piece of equipment is easier to use than an inferior electrical one. For instance, a good ice crusher mounted on the wall is likely to be easier to use than an inexpensive electric one.

Some electrical equipment is more difficult to get set up and put away than hand operated equipment. The size of the job will determine which is easier to use. You would hardly get out the rug shampooer to remove one spot from the carpet or the floor scrubber if you spill a glass of milk in the kitchen. For big jobs, taking time to get the electrical equipment set up pays off.

Whether or not use of the vacuum cleaner makes work easier depends on the situation. Dusting furniture and removing cobwebs may not be really easier with the vacuum cleaner unless you have it out anyway. Smart homemakers try to tie these jobs together, but if you notice cobwebs after the vacuum cleaner has been put away, it may be easier to tie a cloth around a broom or use a clean dust mop to remove them.

You might think it is easier to knock dust off the furniture with a feather duster or to use a brush for dust on draperies. You have to consider the total situation, however. Sitrring up dust that settles on something else makes more work in the long run.

Many homemakers fail to use the attachments to their equipment. They say it hardly seems worth while to put the juice attachment on the mixer to squeeze a couple of lemons. A person may not want to remove the disc from the tractor in order to put mower blades on even though the lawn is large. It may be easier to keep the tractor set up with the disc and use the lawn mower to cut the grass.

The size and weight of equipment is important. No matter how efficient equipment is, it does not make work easier unless the person operating the equipment can handle it easily. A man may find a heavy vacuum cleaner easy to use on stairs when his wife is not tall or strong enough to handle the equipment easily in that position.

In choosing supplies to make work easier consider both the amount of mixing and the container. Ready-mixed products are easier to use but it may be easier to carry home a concentrated liquid or powder that you mix ahead of time--it may also be cheaper. Do avoid having to do a lot of mixing as you work. It is easy enough to mix ammonia or vinegar with water ahead of time in a spray container to clean windows.

Sprays are a real life saver for homemakers. Aerosol sprays are popular because of their ease, but ecologists are concerned about their other effects. Many people have converted to sprays that are not in pressurized containers. These are easy to use and don't cause so much pollution. Do try to get containers that have a trigger control that you pull rather than a little button to push.

For other types of containers check how contents are removed. A pouring spout for bottles and boxes helps avoid spills. If the product must be dipped, check the mouth of the container. Have you ever tried to dip something from a jar that your hand wouldn't fit in easily?

If the product must be mixed, check how easily it dissolves. Is hot water needed? Does it settle out? Some ready-mixed products have to be shaken frequently. These are more trouble to use.

The number of steps required makes a difference in ease of work. One-step cleaners and waxes make cleaning the kitchen floor or cleaning a car easier. Read the instructions to find out about rinsing. Is there a waiting period after application? These add extra steps to the job.

In conclusion, selecting items for the home that are easy to clean and maintain, equipment that does the job easily and well, and supplies that reduce effort all go tohether to make work easier.

WHAT TO CONSIDER ABOUT SUPPLIES

The correct choice of supplies for cleaning and maintaining things around the house makes work more efficient and makes things last longer. Sometimes, however, supplies are so "efficient" that they damage what is being cleaned. At times we may choose the most efficient supplies even though we know they will shorten the life of what they are used to clean. This may be a good choice if what is to be cleaned is fairly inexpensive and our time and energy is quite limited. In general our objective should be to find supplies that are both efficient and harmless insofar as possible.

There are several things to consider in choosing supplies.

1. Is the type of cleaning action suitable for the product being cleaned--will the chemical composition be harmful? In general the more acid or alkaline the cleaning agent is, the more likely it is to damage what is being cleaned. Chlorine bleach is very efficient in removing stains but will also remove the color from some things and weaken many fibers. Ammonia is very efficient in dissolving grease but may gradually damage vinyl or linoleum floors by removing too much oil. Both are helpful in killing germs, however. They are usually safe for hard finishes such as glass, porcelain, or ceramic tile. Detergents are usually rather alkaline. It is well to test new brands in an inconspicuous spot on things that might be damaged if they are advertised as being strong or "very easy." Water softeners or a little vinegar in water help remove mineral deposits left by hard water. Metals may be affected by chemical agents. Silver and aluminum will oxidize (darken) when exposed to strong acids such as bleaches. Special dips are sold for cleaning silverware. These will remove the dark lines which may be intentionally worked into the grooves of the design.

2. Is the amount of abrasiveness suitable for the surface being cleaned? An occasional cleaning of sinks and bathroom fixtures using scoring powder may be needed but regular use may damage the surface. Scratches in the finish means they will get dirty faster the next time. Formica, tile, and porcelain can be cleaned with a detergent solution or all-purpose cleaners but scouring with a gritty cleanser may damage them and dull their finish. Silver polish and cleaners for copper bottomed pots are only midly abrasive as compared with scoring powder. A paste made of soda may provi e enough abrasiveness to clean many things. Scouring pads are safe for most pots and pans but are too harsh for silver and objects with painted designs. It is important to use very soft cloths on furniture to avoid scratching the surface on wood.

3. Is the form of the product (liquid, paste, foam, spray, etc.) suitable to the surface being cleaned or preserved? When objects are placed in water for cleaning! liquid cleaners are usually best. Thin solutions may drip down and make a mess in cleaning vertical surfaces indoors, however. Some forms of cleaners are also difficult to remove from crevices. Sprays and foams may be more easily controlled than liquids that must be wiped on. Paste may be harder to apply and remove from many surfaces. Paste wax does not have to be used as often as liquid forms of wax, however, and preserves wood finished better.

4. Is the method of application suitable to what is being cleaned? The method of application depends quite a bit on the form of the product--whether the product is wiped on, sprayed, is a dip solution, etc. How dirty the surface is, whether the job is done indoors or outside, how wet the object can get without damage, and possible damage to surrounding areas are all factors to consider.

5. If it is a specialized product, how much better does it do than a product that is used for several purposes? If in doubt you may want a specialized product but often a single product will do a variety of jobs well. For example, all-purpose cleaners in spray containers will clean a variety of surfaces. Window cleaners can be used for many things besides windows.

6. How safe is the product for normal use? What safety precautions are advised? Of course extra precautions must be taken with many cleaners when children and pets are around, but some products may also be hazardous to the user. Read the label to find out if getting the product on the skin or in the eyes is hazardous or if the fumes are toxic. If you decide to use the product you will need to be cautious in their use.

7. What products will help maintain surfaces--not just clean them? Waxes and polishes are major products for this purpose. They brighten finishes and keep the surface from wearing off so quickly. Paste wax is best for wood finishes since water is harmful to wood. Acrylic finishes are especially good on vinyl floors as they are tough and durable. The finish on the wood helps determine what is best for wooden funiture. Paste wax is recommended for varnished pieces but a special oil is often good for keeping unvarnished wood from drying out. Regular furniture polish brightens furniture but quickly attracts dust. Metals may need some kind of preservative to prevent rust and tarnish. These cannot be used on objects used to eat with but decorative items or surfaces not touched by food may be kept in better condition by application of such finishes after cleaning.

   Special finishes may be on draperies and slipcovers when purchased which shed water and stains. This finish may be removed by laundry or dry cleaning but is available as a spray. The spray is not usually quite as effective as the original finish, but will help reduce soiling.

WHAT TO CONSIDER ABOUT EQUIPMENT

Proper equipment should help clean and maintain the home while reducing effort. Equipment is also used to produce things in the home, be it the evening meal or a new bookcase. Points to consider in choosing equipment are explained below.

1. Is the equipment shaped so that it does the job easily and well? How equipment is shaped in relation to the job is important whether you are trying to clean the corners with the vacuum cleaner or scrape cake batter from the sides of a bowl. The correct attachment is especially important with a vacuum cleaner. The shape of a knife influences how well it works for different jobs. Shears with a sharper bend do better for cutting heavy fabric than those with less angle or scissors.

2. Is the equipment powerful or strong enough for the job? The size of the motor is of prime importance but so is the construction. Some equipment will bend or break if too flimsy or weak. The motor may burn out or just not do a good job if it is not powerful enough. A small size vacuum cleaner designed for stairs, upholstery, and touch up cleaning is not very effective for doing the whole floor.

3. Is the type of action suited to the job? Contrast the blender and the electric mixer. Some jobs can be done with either equally well, but not all. The vacuum cleaner that uses both suction and brushes may do a better job on carpets but only suction is needed for removing dust from draperies. Handles on hand operated gear driven equipment that can be turned with a continuous motion are more efficient than start and stop motions.

4. Is the equipment manageable in size and weight for the worker? Often equipment may be too heavy to manage easily by the person using it. Many women find that electric carving knives are not too useful as the handle is too large for good control. Men do not have this trouble as often. Also watch about portable equipment that must be held as it is used. Such equipment can be moved around more readily but may be tiring to use for long periods.

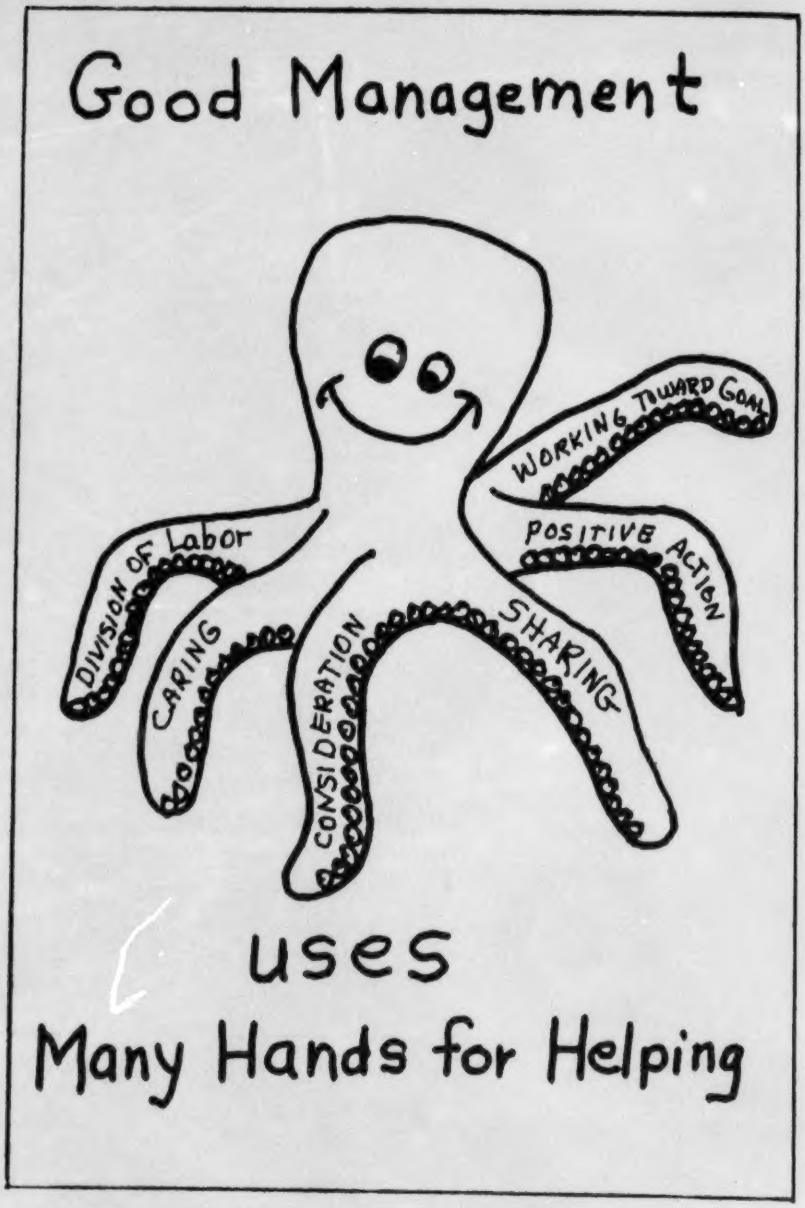
5. Can the equipment be stored and used in a convenient location? We often avoid using equipment that does a good job and is easy to use simply because getting to it is difficult. Learning to be selective helps keep space free for equipment actually needed.

6. If the equipment is designed for a specialized task, does it do enough better to be worthwhile?

7. Is the equipment safe to use? As with supplies, special precautions must be taken around children but some equipment is hazardous in normal use. Consumer Report reviews safety aspects of many types of household equipment. Some pieces of equipment are shock hazards and lack safety features which prevent cuts.

Supplement 6.41
MANAGEMENT
Human Relationships

STEPS TO BETTER RELATIONSHIPS


Good Management
WORKING TOWARD GOAL
POSITIVE ACTION
DIVISION OF Labor
CARING
CONSIDERATION
SHARING
uses
Many Hands for Helping

PEOPLE NEED PEOPLE

FAMILY MEMBERS' RESPONSIBILITIES

Circle words or phrases that are different family members' responsibilities. Words may go across, backwards, up and down or diagonally. Place phrase or word in column you feel best describes the person who might have this responsibility.

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P A Y B I L L S A D E K Y O K L Z Y R A E
I O U U W U X A B U Y C L O T H E S E I O
X Y L O V I N G A N D T A R E N D C R E A
M E N D C L O T H I N G H A G M U S C T T
S A A T S C W I N T H A I D H E R I E T H
W X O Y T L L I I O O R T S Q V L M N W O
B P A B F E E D A N I M A L S C D F E J G
X Q K X W A Y O U I E A R Y T L Q O V L G
S R L V W N E P R O T E C T I O N R N L G
E S R A A A A T M A K E M O N E Y A N P R
C O O K E E I Y O A F I E N T Y G T T O O
U T S E H O M E S A F E T Y N T O T P L C
R U T S I I O T A K E O U T G A R B A G E
I X T O T M E D I C A L C A R E C I F O R
T A Y I O U U L L L F O Y A R T I A N O Y
Y D V U U O D A T O E N T B A K E T G D S
I F L L Y U V Y Y N C A O E O T O C L G H
B A B Y S I T N L A T R Y D R I V E X R O
L W A S H D I S H E S H K J L M N O P A P
C O M E H O M E O N T I M E R T L K J E I
U P O M A S D F G H H G F D S A A S D S N
V N S C R U B F L O O R S R T V Q L A L G
L O O R N O L V Q T V R X Y F I X C A R Z
W A S H C L O T H E S L W A H S M I N O V
Y R V R I P Q T U A E I O U Y N X Z A B R
```

Find the words listed below:

Babysit
Bake
Buy clothes
Clean
Come home
 on time
Cook
Drive
Feed animals
Fix car
Home safety
Loving

Make money
Medical care
Mend clothing
Pay bills
Protection
Scrub floors
Security
Take out garbage
Wash clothes
Wash dishes

Mother   Father   Brother   Sister   Me   Other

Source: Impact Home Economics, Vocational Home Economics, Division of Vocational Education, Ohio Department of Education, Columbus, 1978, p. 53.

HOUSEKEEPING: FAMILY RECORD

Directions: In the Day column, list the family members who did the job that day and the approximate time that it took. Do this for ______ days.

JOB AND DESCRIPTION DAYS	1	2	3	4	5	6
Meal Preparation (table setting, cooking, serving each meal of the day)						
Dishwashing (the whole cycle from clearing table to cleaning sink, counters)						
Physical Care of Children (all physical care including help with homework and chauffering, but not just playing with or checking on them)						
Clothes Washing (gathering, sorting, spot removing, washing, rinsing, drying)						
Ironing (sprinkling, ironing, folding, putting away)						
General Weekly Cleaning						
Floor Care (washing, waxing)						
Bed-making						
Taking Out Trash						
Cutting Grass						

CODE: M=Mother; F=Father; OS=Older Sister; YS=Younger Sister;
OB=Older Brother; YB=Younger Brother; MS=Myself;
O=Other Member of Family

Source: J. I. Dairymple, P. I. Lowe and H. Y. Nelson, Preparation for a Dual Role: Homemaker-Wage Earner (USOE, 1970, p. 71.)

MINUTE DRAMAS-JOINT WORK

1. MARY AND SUE, TEENAGE SISTERS, ARE CLEANING WINDOWS. SUE IS OUTSIDE, MARY INSIDE.

Mary: Sue, you missed a spot.
Sue: So what? I want to get done and the outside doesn't matter anyway.
Mary: I can't tell whether the inside is clean with the mess you still have.

2. JACK AND MARSHA JORDAN, A YOUNG COUPLE, ARE CLEANING HOUSE. JACK IS RUNNING THE VACUUM CLEANER AND MARSHA IS PICKING UP AND STRAIGHTENING.

Marsha: Why don't you let me get the things off the coffee table first before you vacuum in here?
Jack: Well, I thought you wanted me to vacuum.
Marsha: I do, but I'll get stuff on the floor when I do the coffee table.

3. MARGARET AND BOB JONES, A MARRIED COUPLE IN THEIR EARLY 30'S, ARE CLEANING THE ATTIC.

Bob: Hey, why are you piling all that stuff over here? I just cleaned that spot.
Margaret: I have to put it somewhere while I'm sorting these boxes. Why don't you wait to clean up until we get the messy part done?

4. TWELVE YEAR OLD BILL AND THIRTEEN YEAR OLD JACK ARE BROTHERS. THEY ARE MAKING COOKIES.

Bill: I want to mix some. You're doing it all.
Jack: I'll mix. You grease the cookie sheet.
Bill: You grease the cookie sheet and I'll mix.

5. SIXTEEN YEAR OLD BETH HAS A DATE TONIGHT. SHE HAS BRIBED HER YOUNGER BROTHER, TIM, TO HELP STRAIGHTEN UP THE HOUSE.

Beth: Tim, take this stuff upstairs.
Tim: I'll just put it here in the closet.
Beth: No. It will just fall out when we try to hang up coats.
Tim: Well, I'll take it up later. No sense running upstairs for one thing.

6. THE FRASHER FAMILY IS TRIMMING THE CHRISTMAS TREE. MR. FRASHER IS ON THE LADDER, MRS. FRASHER IS WORKING LOWER ON THE TREE. KATE, THE DAUGHTER, IS ACROSS THE ROOM TO SEE HOW IT LOOKS.

Kate: That red bulb needs to be moved over.
Mr. Frasher: This one?
Kate: No. That one where Mother's hand is.
Mrs. Frasher: (Moves bulb) Is this better?
Kate: No. It needs to be lower.
Mrs. Frasher: There's no branch there. Why don't you put some of these icicles on instead of just looking?

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STEPS TOWARD RESPONSIBILITY

"Bear" Facts About

Home and Personal Responsibilities

CAN DO - WILL I DO?

Role play the following situations to show the effect of attitude on productivity.

1. Marcia sits at the table after everyone has left. It is her turn to do the dishes. She thinks it is really unfair to expect her to do them three nights a week.

2. Tim sits at the table after everyone has left. It is his turn to do the dishes. He doesn't know why Marcia doesn't have to do them every night. After all, she is a girl.

3. Jerrie resents it that her mother wants to give her so many advantages. She has some kind of meeting or lesson after school every day. Still, her mother wants her to do well in school, and she says Jerrie can help with housework if there is time after she finishes her lessons. Jerrie has just opened a school book and is looking at it idly.

4. Buzz is in study hall. The coach said he had to drop a class and take this study hall so maybe he would get his grades up enough to be eligible for the team. Buzz played last year and he thinks that grades as part of the elibilility requirement is silly.

5. Tina has her book open and is supposed to be working with Jan on an assignment during a study period in her third period class. Tina is hungry and anxious for the lunch bell to ring. The teacher reminds the class that they have time to finish the assignment if they will get started now.

6. Chip has a few minutes left in class after he finishes his test. He knows he won't have much time to study tonight so he gets out another assignment. He wants to keep his grades up in spite of his busy schedule.

7. Tamara jumps into her clothes that are already laid out, eats breakfast, and then straightens her room. She barely finishes in time to catch the bus. She hates to come back to a messy room after school and she has some plans that don't include cleaning then.

8. Jack is cleaning out the garage. He is getting rather tired but decides to stick to it a while longer. His dad agreed to give him $5 for doing the job. It's not a chore he loves, but there is no sense dragging it out.

9. Nancy wants to go to the game tonight. She rushes in from school and sets the table. Then she settles down to get her homework done. It really doesn't take all that long when she gets at it.

10. Chuck just waves at his friends who want him to stop and talk. He has another three blocks to go on his paper route. It is hard for him to make the rounds each day and get home in time for dinner and do the other things he has to do. But he likes having the money and extra cash is scarce at home right now.

Supplement 6.51
MANAGEMENT
Responsibility

WHO CARES?

Materials: Poster board - one for every four players
Tokens - to represent money; coins, buttons, etc.
Characters - one for each player to move around the board
Dice - one die for each player
Cards - The teacher should make up at least 10 each of CARING and NON-CARING cards. The cards should contain situations which lead to caring or non-caring by the player and penalties or rewards of gaining or losing spaces or tokens.

Directions: The object of the game is to be the first player to get around the board with 10 tokens, if you don't collect 10 tokens you must keep going around until you have them. Each player places his character on start. In turn s/he rolls the dice and moves the number of spaces indicated. Play begins with tokens in the bank.

© — A player landing on this symbol draws a CARING card, reads the situation aloud, and takes the action indicated.

N — A player landing on this symbol draws a NON-CARING card, reads the situation aloud, and takes the action indicated.

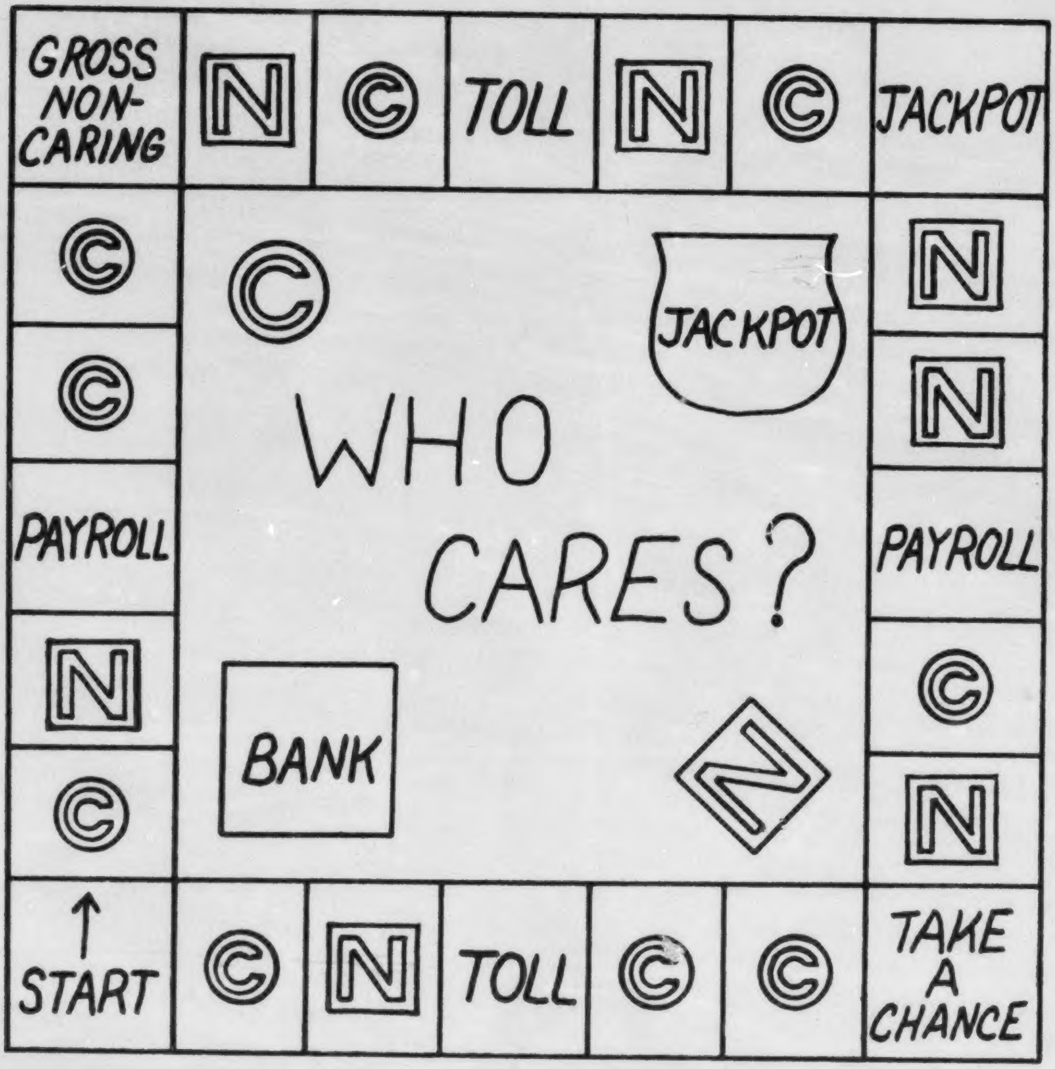
PAYROLL — A player landing on a PAYROLL square collects 2 tokens from the bank.

GROSS NON-CARING — A player landing on this square is penalized for GROSS NON-CARING and is fined 5 tokens which are then placed in the JACKPOT.

TOLL — A player landing on a TOLL square must pay a toll of 2 tokens which are then deposited in the bank.

JACKPOT — The JACKPOT should have 5 tokens placed in it at the start of the game. All fines from the GROSS NON-CARING square and the CARING/NON-CARING cards go here. A player who lands on this square wins all the tokens in the JACKPOT.

TAKE A CHANCE — A player who lands on this square must then roll the dice. An even number means you advance six spaces. An odd number means you must go back six spaces.


GROSS NON-CARING
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JACKPOT
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WHO CARES?
PAYROLL
PAYROLL
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BANK
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START
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TOLL
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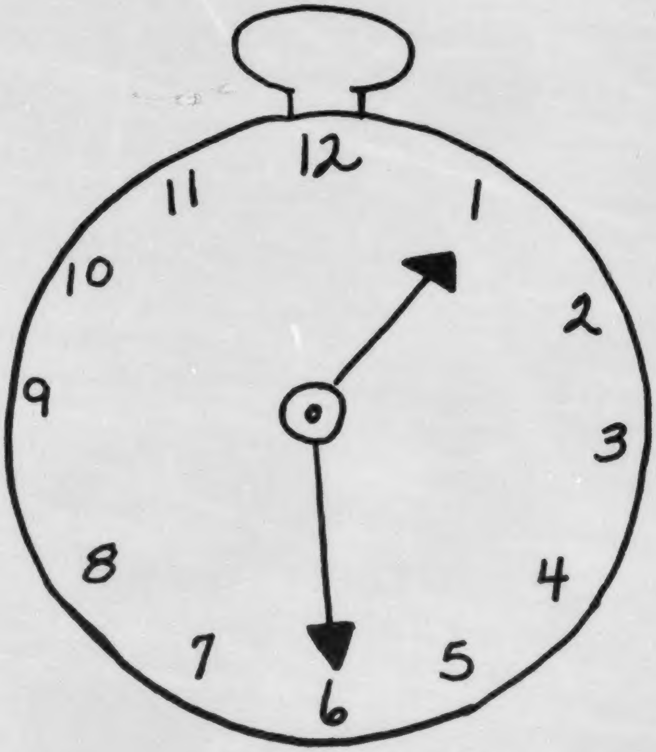
TAKE A CHANCE

Supplement 7.11
MANAGEMENT
Careers

STEPS TO A CAREER

Now is the Time
to Plan Your
Future!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STEPS

SURVIVING TODAY'S EXPERIENCES AND PROBLEMS

SUCCESSFULLY

CONSUMER EDUCATION

CONSUMER EDUCATION

The teenage consumer's dollar has great impact on the market for certain items, especially since many of these dollars are spent for discretionary purchases rather than for basic expenses. Courting the teenage consumer may become less profitable as the average age of the American public increases, but will continue to a certain extent unless the economy reaches the point that teenagers simply do not have money to spend. Since the economy for some time to come does not look particularly bright, this unit emphasizes examining spending, consuming less, and breaking from the fierce peer pressure to buy status label items.

The unit examines the desire to buy the status items in an effort to be like peers. The 9th and 10 grades are times when extreme conformity to the peer group prevails. Through various strategies, an attempt is made to decrease this need for conformity--through helping teenagers improve their self-image, attempting to direct leadership along channels less devoted to conspicious consumption, and other tactics.

Responsibility is examined in relation to determining what is actually needed and considering the family income. Students are taught that teenage consumers have rights as well as responsibilities. One of the responsibilities is safe use of products. Another is being informed. Students also learn how shoplifting increases the prices that consumers pay. Determining the influence of advertizing and other sales gimmicks, comparison shopping, and other aspects of buymanship are taught in relation to the goods and services that teenagers buy now, not the purchases they will make as adults. Money Management (Budgeting) is included in the Management Unit rather than in this unit.

The prosumer idea is introduced in this unit,as one who produces some of the goods and services for his/her own use or the family's use. The prosumer movement is expected to grow, but students need to make choices in this area just as they do in relation to the consumer area. Since transportation accounts for the greatest energy use by the individual or family, this unit includes consideration of transportation alternatives. Energy used in producing and transporting goods is also included. Another aspect included in the unit is the influence of world conditions and events on prices we pay.

Ideas for FHA Chapter activities and Extended Learnings in the home and community are listed at the end of the unit. Modules from HOME for STEPS that relate to the unit are listed within the unit as well as with Extended Learnings. Supplements are in the latter part of the unit.

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CONCEPT CHART

CONSUMER EDUCATION

	Lesson Topic
1.0 YOU AS A CONSUMER/PROSUMER	
1.10 Introduction	1.11 Terms: Consumer - Prosumer
1.20 Importance of Teenage consumer	1.21 Effect of teenagers on market
1.30 Human Relationships	1.31 Positive interactions when buying
1.40 Self-image	1.41 Image of teenage consumer
2.0 NEEDS VS. WANTS	
2.10 Introduction	2.11 Needs and wants
2.20 Responsibility	2.21 Reasons for responsible consumer behavior
2.30 Self-image	2.31 Possessions and self-image
2.40 Human Relationships	2.41 When opinions differ
	2.42 When income changes
3.0 BUYMANSHIP	
3.10 Coping/Surviving	3.11 Buymanship and surviving in marketplace
	3.12 Why prices differ for similar products
	3.13 How advertizing affects teenage consumer
	3.14 Other sales gimmicks
	3.15 Labeling
	3.16 Different types of stores
	3.17 Factors in "good" consumer choice
	3.18 Make consumer choice
4.0 CONSUMER RIGHTS AND RESPONSIBILITIES	
4.10 Responsibility	4.11 Why exercise rights
4.20 Responsibility	4.21 Responsible use
4.30 Responsibility	4.31 Legal responsibility of teenager
4.40 Coping/Surviving	4.41 Effects of shoplifting on consumer
4.50 Appreciation	4.51 Show appreciation for useful products
4.60 Leadership Qualities	4.61 Use leadership to exert positive influence
5.0 SPENDING LESS/CONSUMING LESS	
5.10 Recycling	5.11 Survey home and community for recycling
5.20 Recycling	5.21 Feasibility of recycling/extending life

5.30 Prosumer	5.31 Compare cost/time of buying and making 5.32 Meeting family needs as prosumer
5.40 World Influences	5.41 Effect of world situation on cost/availability
5.50 Coping/Surviving	5.51 Inflation fighting tactics
5.60 Energy Concerns	5.61 Effect of energy costs on goods/services
5.70 Energy Concerns	5.71 Modes of transportation
6.0 CAREER AWARENESS	
6.10 Careers	6.11 Describe consumer careers
6.20 Entrepreneurship	6.21 Feasibility of self-employment
6.30 Entrepreneurship	6.31 How consumer skills relate to self-employment (of any type)

Unit: CONSUMER EDUCATION **Concept** : YOU AS A CONSUMER/PROSUMER - Introduction

Competency 1.10 The learner will identify terms related to consumer education.

Learner Outcome 1.11 The learner will define consumer, consumerism, and prosumer.

Activities	**Resource Materials**
Take a Consumer Alert Quiz. Discuss which questions you know/don't know.	Supplement 1.11. Consumer Alert Quiz.
Play Consumer Bingo. Tabulate results according to one or more suggestion in the supplement. Give a "good consumer" award.	Supplement 1.11. Consumer Bingo.
Read Supplement The Pros and Cons and answer the questions. List the goods and services you consume that are produced outside of the family. Make another list of goods and services that you or your family prosumes. Compare your lists with those of other students. Discuss which things you prefer to consume without producing. Which do you prefer to produce for yourself?	Supplement 1.11. The Pros and Cons.
Have a Consumer Wall Scrawl. Answer questions as you discuss the results.	Supplement 1.11. Consumer Wall Scrawl.

Unit: CONSUMER EDUCATION

Concept : YOU AS A CONSUMER/PROSUMER - Importance of Teenage Consumer

Competency 1.20 The learner will determine the importance of the teenage consumer.

Learner Outcome 1.21 The learner will determine the types of businesses and industries that are affected by teenage consumers.

Activities	**Resource Materials**
View Bulletin Board Impact of the Teenage Market. Discuss how teenagers influence the market. List the things you have bought and things bought for you in the last month. Estimate the cost and complete Supplement 1.21, Where Did It Go? What Happened to the Cash Flow? Compare with another classmate to see how you are alike/different.	Supplement 1.21. Impact of the Teenage Market. Supplement 1.21. Where Did It Go? What Happened To the Cash Flow?
Read to find out how teenagers influence consumer decisions and about hte buying market.	Foster et al. Creative Living. pp. 152-154, 156-158.
Complete Supplement 1.21, Your Consumer Profile. Score yourself using the directions given.	Supplement 1.21. Your Consumer Profile.
Tear out ads from the local newspaper and from popular magazines. Discuss which businesses and industries are affected by the teenage consumer.	

Unit: CONSUMER EDUCATION **Concept** : YOU AS A CONSUMER/PROSUMER - Human Relationships

Competency 1.30 The learner will show ways to improve relationships when purchasing goods and services.

Learner Outcome 1.31 The learner will identify situations that demonstrate positive interaction with sales personnel and managers.

Activities	Resource Materials
Look at a cartoon of a clerk and a teenager in a store, write a caption for the situation. (What is the customer saying?)	Supplement 1.31. So I Said . . . .
View and discuss bulletin board. Identify some situations that might lead to either positive or negative interactions.	Supplement 1.31. STEPS to Better Relationships... In Search of Positive Interaction with Sales People.
Role play situations that demonstrate positive interaction with sales personnel and management. Take turns being in the "hot seat" and answer questions from classmates about how you felt about situations.	
Discuss good and bad experiences with sales people you have had when buying.	
View and discuss bulletin board STEPS to Better Relationships with Store Personnel About Complaints. Did the way you role played situations follow these Do's and Dont's?	Supplement 1.31. STEPS to Better Relationships With Store Personnel About Complaints.

Unit: CONSUMER EDUCATION **Concept** : YOU AS A CONSUMER/PROSUMER - Self-Image

Competency 1.40 The learner will identify ways to promote a positive teen image to the business community.

Learner Outcome 1.41 Having identified teenage image problems with the business community, the learner will develop plans for improving the image of teenage consumers.

Activities	**Resource Materials**
Discuss bulletin board in terms of how prevalence of shoplifting among teenagers affects your self-image when you shop. Have you sensed distrust or suspicion when you shopped?	Supplement 1.41. Take STEPS to Improve Self-Image: Shoplifting is Nothing But Bad News!
Read one or more of the stories about shoplifting: "The Rip-off" from The Promise and Other Stories; "Ronnie's Choice" in Getting Along; or The Shoplifting Game. Determine what problems were faced by the teens in the stories. List their alternatives and evaluate their decisions.	Roderman. The Promise and Other Stories. Janus, 1980, pp. 36-39. Activities 40-41. Millyard & Wilks. Getting Along. Pitman Learning, Inc., 1980, pp. 53-54. Reif. The Shoplifting Game. Lifetime Reading series. Pitman, 1979. (low reading level).
Analyze your own shopping practices using the Supplement. How do your shopping practices affect your self-image? Have a buzz session to develop ideas for improving the image of teenage consumers in the local business community. How might putting these plans into effect change the attitude of the business community? What effect would that change have on your self-image.	Supplement 1.41. My Consumer Image.
View bulletin board Take STEPS to Improve Self-image of the Teenage Shopper. Discuss ways to improve the image of the teenage shopper.	Supplement 1.41. Take STEPS to Improve the Self-image of the Teenage Shopper.

Unit: CONSUMER EDUCATION **Concept** : NEEDS VS. WANTS - Introduction

Competency 2.10 The learner will differentiate between needs and wants.

Learner Outcome 2.11 Given a case study, the learner will identify the needs and the wants of the people described.

Activities	**Resource Materials**
View filmstrip to find out more about differences between needs and wants. Discuss examples.	NEEDS AND WANTS: CHOICES IN DECISION-MAKING. Maclean Hunter. (Butterick)
View transparency Everyone Needs and make a list of wants associated with each. (Example: you may need exercise but want a jogging suit, pool membership, roller skates, tennis racket, etc.)	Supplement 2.11. Everyone Needs.
View transparency 3, and 11, "Financial Decision-Making Elements." Discuss the influences on decision-making illustrated on the transparency.	Bauer. Shopping Know-How. Milliken.
Complete Supplement 2.11, Needs Vs. Wants.	Supplement 2.11. Needs Vs. Wants.
Read case studies and determine the needs and wants described. Answer the questions following each.	Supplement 2.11. What Is Really Needed?

Unit: CONSUMER EDUCATION **Concept:** NEEDS VS. WANTS - Responsibility

Competency 2.20 The learner will relate responsible consumer behavior to determining reasons for personal purchases.

Learner Outcome 2.21 The learner will tell how responsible consumer behavior can be enhanced through determining reasons for buying or wanting certain goods and services.

Activities	**Resource Materials**
View bulletin board and discuss how each "idea" is a reason for buying or wanting goods or services. Add to this list your own ideas.	Supplement 2.21. STEPS Toward Responsibility: Bright Ideas About the Teenage Consumer.
Have a buzz session discussing previous consumer choices. What were reasons for choices? How responsible have these choices been?	
Read the case studies and discuss the consumer responsibility involved in meeting needs and wants.	Supplement 2.21. Consumer Choices.
Discuss how you can become a more responsible consumer if you know the reasons you want or need certain things.	

Unit: CONSUMER EDUCATION **Concept :** NEEDS VS. WANTS - Self-Image

Competency 2.30 The learner will relate the need for status to self-image.

Learner Outcome 2.31 The learner will indicate how one's appearance and possessions influence self-image and opinions of others.

Activities	**Resource Materials**
Complete worksheet As A Consumer, Are You More Like . . . ? Discuss reactions and consider what your answer shows about your self-image as a consumer.	Supplement 2.31. As A Consumer, Are You More Like . . .?
List five things you want to buy. Turn in your list and compile everyone's list on the board. Have buzz groups to pinpoint how the desire for status creates wants.	
Play game Trademark Concentration. Discuss how these name brands affect self-image of teenagers.	Supplement 2.31. Trademark Concentration.
Have a debate about whether or not it is possible to "buy" a more positive self-image. Discuss why teenagers and adults often attempt to do this.	
Interview at least one person who appears to have little regard for the status appeal of what he/she buys but who appears to have a positive self-image. Find out if you can tell why this person doesn't depend on status to boost self-image. Share your findings with the class.	

Unit: CONSUMER EDUCATION **Concept** : NEEDS VS. WANTS - Human Relationships

Competency 2.40 The learner will examine the effects on families when individual needs and wants within the family conflict.

Learner Outcome 2.41 Given an unfinished story concerning differing opinions on how money should be spent, the learner will complete the story and justify the conclusion.

Activities	**Resource Materials**
Play game It's In the Bag. Bring to class a bag of items (any kind will do - jeans, shampoo, toothpaste, candy bar, shoes, make-up, baseball, shirt, etc.). As you pull each item from the bag, discuss who in the family might most want to spend money for the item. Who in the family might say it isn't needed? Or have an auction, letting each class member start with the same amount of play money. Discuss differences in what items were worth to different people.	
Divide into groups and role play situations about money to be spent. When you receive a special delivery letter, role play how the message affects spending.	Supplement 2.41. Special Delivery.
Have a guest speaker discuss how his/her family resolves differences of opinion about how money should be spent or invite a panel of adults to class to discuss how different opinions concerning spending affects human relations.	
Discuss how conflicts about spending priorities can affect family relationships. How can these conflicts be resolved through developing a better understanding of reasons why different people have their own priorities?	
Discuss what can be done about a family member who wants what he/she wants regardless of other demands on family income.	

Unit: CONSUMER EDUCATION **Concept** : NEEDS VS. WANTS - Human Relationships

Competency 2.40 The learner will examine the effects on families when individual needs and wants within the family conflict.

Learner Outcome 2.42 The learner will describe changes in spending patterns that may be necessary when family income changes.

Activities	Resource Materials
Read Crisis in the Jones Family and discuss changes that will need to be made in family spending and why these changes are needed.	Supplement 2.42. Crisis in the Jones Family.
Identify as many reasons as you can for why the income of a family might change suddenly. Group according to income increases/decreases. Divide into two-member teams and select one of the reasons for sudden income changes. Determine the most essential expenses for a family in the situation you select. Then identify other changes in spending that will be essential. This may involve increasing spending as well as income (mother getting job means more money but also new work-related expenses).	
Role play family discussion of what some of the situations involve related to changes in spending. Include how to deal with family members who do not want to accept necessary changes.	
Discuss adjustments that must be made when new expenses occur without an increase in income (brother goes to college, illness, etc.).	
Role play situations in Supplement 2.42. What human relationship factors affect your decisions?	Supplement 2.42. But What About Our Trip?

Unit: CONSUMER EDUCATION **Concept** : BUYMANSHIP - Coping/Surviving

Competency 3.10 The learner will identify ways of coping/surviving in the marketplace.

Learner Outcome 3.11 The learner will identify aspects of buymanship that help the consumer survive in the marketplace.

Activities	**Resource Materials**
Play Scrambled Consumer Sentences.	Supplement 3.11. Scrambled Consumer Sentences.
View transparency 4, "Careful Shopping Habits." Discuss how each habit helps the consumer survive.	Bauer. Shopping Know-How. Milliken.
View and discuss Filmstrip 2, Being a Consumer.	BASIC CONCEPTS IN HOME ECONOMICS, PROGRAM 2-MANAGEMENT. Filmstrip 2, Being a Consumer. Maclean Hunter. (Butterick)
Role play situations in which you are selecting/buying something you want/need. Discuss: -What information do you need to made a good decision? -Where would you shop for this item to get the best buy? -What questions would you ask the sales people about the item? -Do you want a guarantee? What kind? -What would influence you to want to buy one of these?	
Interview an adult and made a list of tips they use to survive in the marketplace.	
As a class, prepare a list of buymanship tips for teens; to be announced, one each day through the school announcement system.	

Unit: CONSUMER EDUCATION **Concept** : BUYMANSHIP - Coping/Surviving

Competency 3.10 The learner will identify ways of coping/surviving in the marketplace.

Learner Outcome 3.12 The learner will identify reasons for differences in price between name brand products and lesser known products of similar quality.

Activities	**Resource Materials**
Arrange a display of products, with a highly advertized item, a less well known brand, and a no-brand item. If possible, have several sets of products of different types (clothing, food, grooming aids, etc.) available. Include some that have expensive packaging, other with little cost for packaging. Cover prices and have each student choose a product from each set. Add the prices to items. See how many students will change their minds. Use Supplement 3.12, Product Comparison.	Supplement 3.12. Product Comparison.
Break into groups to arrange a "test lab" for products from different price ranges. Let other students try out products "blind"--without knowing the brand. Tabulate results and discuss in relation to previous choices.	
Look through magazines and count the ads for the most expensive products. The less expensive products. How would this affect price? Compare the packaging. How does this affect cost?	
Identify other factors that may increase cost without adding to usefulness of the products (coloring, scent, etc.).	
Check Consumer Report about ratings of some product teenagers buy. Give a report on how cost and rating compare.	Consumer Report.

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Activities	Resource Materials
Give a two-minute sermon on the advantages of some less constly item you find from reading or experimentation that is as good as the more expensive brands.	
View the filmstrip and complete worksheet relating to product comparison.	COMPARISION SHOPPING. Maclean Hunter (Butterick).

Unit: CONSUMER EDUCATION . **Concept** : BUYMANSHIP - Coping/Surviving

Competency 3.10 The learner will identify ways of coping/surviving in the marketplace.

Learner Outcome 3.13 Given examples of advertising techniques the learner will tell ways each influences teenage consumers.

Activities	Resource Materials
Conduct a class survey on purchases made lately because it was advertised on TV, newspaper, magazines, etc.	
View transparencies "Functions of Advertising" and "Advertising's Five Appeals". Complete worksheet "Advertising."	Bauer. Shopping Know-How. Milliken.
Promote contest Design and Ad Campaign. After the judging discuss the advertisements.	Supplement 3.13. Design an Ad Campaign.
Complete Study Sheets 7, 8, and 9 to help understand advertising techniques. 7-Rate these Ads. 8-Advertising Approaches 9-Creating an Ad.	BASIC CONCEPTS IN HOME ECONOMICS, PROGRAM 2-MANAGEMENT. Maclean Hunter. (Butterick)
Read to find advertising appeals and ways advertising influences buying habits.	McGinley. People: Caring, Deciding, Growing. pp. 159-164. Chamberlain et al. Teen Guide. pp. 232-235. Foster et al. Creative Living. pp. 159-164.

Unit: CONSUMER EDUCATION **Concept** : BUYMANSHIP - Coping/Surviving

Competency 3.10 The learner will identify ways of coping/surviving in the marketplace.

Learner Outcome 3.14 The learner will give examples of misleading sales gimmicks.

Activities	**Resource Materials**
View transparency "Consumer Fraudulent Schemes." Discuss instances you know of when these have been used. Complete worksheet "A Responsible Consumer Guards Against Frauds."	Bauer. Shopping Know-How. pp. 14, 14A.
Compile a list of fraudulent practices you or your parents have experienced.	
Identify the phrase or promise that led the consumer to purchase. Determine which gimmicks are misleading. Prepare a collage (Examples: premiums, contests, give aways, record club, buy now-pay later, sales).	
Read the case studies in A Real Deal?. Determine what type of a misleading sales gimmick was used in each.	Supplement 3.14. A Real Deal?

Unit: CONSUMER EDUCATION **Concept** : BUYMANSHIP - Coping/Surviving

Competency 3.10 The learner will identify ways of coping/surviving in the marketplace.

Learner Outcome 3.15 Given specific labels, the learner will tell how each piece of information contributes to wise consumer choices.

Activities	**Resource Materials**
Set up an auction with plain paper covers over the regular labels of boxes, cans, jars, tapes, etc. Each student will write down a category of item to purchase and list what he/she hopes to obtain. After bidding is complete, remove covers and see how many students got what they wanted. Follow with a discussion of how labels help us.	
Discuss how many students read labels before buying. Why or why not?	
Read about labeling. Discuss required vs. voluntary labeling information.	Foster et al. Creative Living. pp. 284-286, 309, 423, 454.
Collect lables of all types. Discuss the information found on lables and how this information will help consumers. Make a bulletin board showing what to look for on a label.	McGinley. People Caring, Deciding, Growing. pp. 500-501, 511.
Complete Supplement 3.15 Getting Acquainted with Labels.	Supplement 3.15. Getting Acquainted with Labels.
Design a label with safety warnings. Discuss importance of this warning on some products.	

Unit: CONSUMER EDUCATION **Concept** : BUYMANSHIP - Coping/Surviving

Competency 3.10 The learner will identify ways of coping/surviving in the marketplace.

Learner Outcome 3.16 Given a list of products, the learner will compare the cost of each in different types of stores.

Activities	Resource Materials
Help construct bulletin board and discuss what is meant by shopping around at different places.	Supplement 3.16. Shop Around.
Read to find out about different kinds of stores and add to the bulletin board. View transparency "Types of Shopping Outlets" and do worksheet "Shopping Outlets Survey" in Shopping Know-how.	McGinley. People: Caring, Deciding, Growing. ppl 190-191. Chamberlain et al. Teen Guide. p. 161. Bauer. Shopping Know-how. Milliken. pp. 5-5A.
List five items you buy. Conduct a market study to find the cost in at least three different types of stores. Make a chart comparing the products and prices. Discuss reasons the cost varies.	
Complete worksheets from filmstrip kit on places to buy.	COMPARISON SHOPPING. Maclean Hunter (Butterick).

Unit: CONSUMER EDUCATION **Concept** : BUYMANSHIP - Coping/Surviving

Competency 3.10 The learner will identify ways of coping/surviving in the marketplace.

Learner Outcome 3.17 The learner will list factors involved in making a "good" consumer choice of a product or a service.

Activities	**Resource Materials**
View bulletin board Coping. . . STEPS To Surviving: Be A Smart Shopper. Review what you have learned about each step which will help you make a "good" consumer choice.	Supplement 3.17. Coping . . . STEPS To Surviving: Be A Smart Shopper.
Read to find out about the effect on consumers of products as choices become more numerous.	Foster et al. Creative Living. pp. 178-181.
Complete Supplement 3.17, Are You Safety Conscious as You Shop? Discuss why safety is involved in "good" consumer choices.	Supplement 3.17. Are You Safety Conscious As You Shop?
Play the game Don't Go Broke.	Supplement 3.17. Don't Go Broke.
Survey the class to find purchases made that were not very satisfactory. Discuss how better choices could have been made if wise consumer practices had been used.	
View bulletin board Coping-STEPS To Surviving: Find the Best "Solution" For Wise Consumer Choices Today. Make a list of consumer tips you have learned and put them on the squares of the cube.	Supplement 3.17. Coping-STEPS To Surviving: Find the Best "Solution" For Wise Consumer Choices Today.

Unit: CONSUMER EDUCATION **Concept** : BUYMANSHIP - Coping/Surviving

Competency 3.10 The learner will identify ways of coping/surviving in the marketplace.

Learner Outcome 3.18 Given a situation involving a consumer choice, the learner will determine the "best buy" and defend the choice.

Activities	**Resource Materials**
View bulletin board. Discuss steps to making a consumer decision. Apply these when making choices in this lesson.	Supplement 3.18. Coping--STEPS To Surviving: Making Consumer Decisions.
Complete case studies Consumer Decisions.	Supplement 3.18. Consumer Decisions.
Or using newspaper advertisement, select the best buy and justify your reasons for selecting those products.	
Using one of the consumer magazines, and Wise Consumer Choice, select a product, research that product, and make a responsible choice.	Consumer Reports, Changing Times, etc. Supplement 3.18. Wise Consumer Choice.
Complete the worksheet Compare, Compare. Discuss results in class.	Supplement 3.18. Compare, Compare.
Complete HOME/STEPS module MFE-47, Shopping With Skill, and MFE-49, Buying Health and Grooming Supplies.	HOME/STEPS module MFE-47. Shopping With Skill. HOME/STEPS module MFE-49. Buying Health and Grooming Supplies.

Unit: CONSUMER EDUCATION **Concept** : CONSUMER RIGHTS AND RESPONSIBILITY - Responsibility

Competency 4.10 The learner will explain reasons for exercising consumer rights and responsibilities.

Learner Outcome 4.11 Having described the rights and responsibilities of the consumer, the learner will explain reasons teenagers should become responsible consumers who exercise their rights.

Activities	Resource Materials
View transparency "Consumer Responsibilities and Rights." Discuss the rights and responsibilities illustrated on the transparency.	Bauer. Shopping Know How. Milliken, p. 11.
Read to find out about consumer power and consumer responsibility. How do they relate?	Foster et al. Creative Living. pp. 174-177.
Read to find out about consumer protection and complete Supplement 4.11, Agencies that Protect the Consumer.	Chamberlain et al. Teen Guide. pp. 236-238. Foster et al. Creative Living. p. 171. McGinley. People: Caring, Deciding, Growing. pp. 192-196. Supplement 4.11. Agencies that Protect the Consumer.
Take part in simulation and decide what to do in each case.	Supplement 4.11. Go to Pieces.
Complete the three supplements in order and decide how much responsibility you would give business vs. the consumer. How can you make a compliant?	Supplement 4.11. Whose Fault? Supplement 4.11. Evaluating an Injury. Supplement 4.11. Voicing a Complaint.
View and discuss bulletin board. What are things to be informed about? How can you do this?	Supplement 4.11. STEPS Toward Responsibility for Keeping Informed.

Unit: CONSUMER EDUCATION **Concept** : CONSUMER RIGHTS AND RESPONSIBILITY - Responsibility

Competency 4.20 The learner will describe responsible use of products, including safety features and health hazards.

Learner Outcome 4.21 Given a product, the learner will tell how to use it safely and responsibly.

Activities	Resource Materials
View the bulletin board and discuss what "loose ends" there might be in safe use of products.	Supplement 4.21. Loose Ends, Pull It Together.
Have a speaker (insurance representative, county extension agent, power company representative, or lawyer) speak to the class on responsible safety features of products and consequences of misuse.	
Complete the supplement and discuss consumer responsibility in each situation.	Supplement 4.21. Getting Personal.
Choose a product from Home Safety and complete the worksheet. Share with class.	Supplement 4.21. Home Safety.
Complete the bulletin board, Loose Ends, Pull It Together, according to directions on the supplement.	

Unit: CONSUMER EDUCATION **Concept** : CONSUMER RIGHTS AND RESPONSIBILITY - Responsibility

Competency 4.30 The learner will explain his/her role as a legally responsible consumer.

Learner Outcome 4.31 Given a series of case studies, the learner will determine whether or not the consumer acted in a legally responsible way.

Activities	Resource Materials
Listen to a lawyer explain legal responsibilties of being a consumer. Discuss in-store shopping, shoplifting, mail-order shopping, charge accounts, etc.	
Read the case studies and decide whether the person involved acted in a legally responsible way. Then research each type of situation to find out whether your decision was correct or incorrect.	Supplemnent 4.31. Legal Or Not-Do You Know?
In buzz groups discuss the following questions: -Why should consumers know and obey consumer laws? -Who gets hurt when consumers do not act in a legally responsible way?	

Unit: CONSUMER EDUCATION **Concept** : CONSUMER RIGHTS AND RESPONSIBILITY - Coping/Surviving

Competency 4.40 The learner will determine ways shoplifting affects businesses and consumers.

Learner Outcome 4.41 The learner will describe effects of shoplifting on business and on consumers.

Activities	Resource Materials
View bulletin board Shoplifting Sam and write a caption for what he is saying. Choose the best and add to the bulletin board.	Supplement 4.41. Shoplifting Sam.
Break into teams to interview area business owners or managers to find out the following: A. Is there a shoplifting problem? B. How shoplifting affects the price of merchandise. C. Methods used by shoplifters that business people are aware of. D. How shoplifting is handled.	
Have a speaker from the local police department, security guard, or lawyer disucss the shoplifting problems and what happens to shoplifters.	
Discuss the coping strategies used by business, shoplifters, and other consumers. How many of these strategies are defence mechanisms? What do you think should be done?	See INTRODUCTORY UNIT and COPING WITH TODAY UNIT.

Unit: CONSUMER EDUCATION **Concept** : CONSUMER RIGHTS AND RESPONSIBILITY - Appreciation

Competency 4.50 The learner will give examples of ways consumers can show appreciation for goods, services, or products.

Learner Outcome 4.51 The learner will write a letter to a business concern stating why their product or service met his/her needs.

Activities	Resource Materials
Survey the class to find products or services that were really liked and appreciated. Discuss ways you could show that you appreciate: a. a good restaurant meal b. quick service in a store c. a quality product at a fair price d. friendly clerks e. a product (record, clothes, appliance, etc.) that you really enjoy f. others Practice writing a letter to a business that shows that you appreciate some product or service.	

Unit: CONSUMER EDUCATION **Concept** : CONSUMER RIGHTS AND RESPONSIBILITY - Leadership Qualities

Competency 4.60 The learner will use leadership qualities to exert a positive influence on consumer concerns.

Learner Outcome 4.61 Having selected a problem related to a consumer concern, the learner will use leadership skill in exerting a positive influence.

Activities	**Resource Materials**
View bulletin board STEPS To Leadership: Lasso A Consumer Friend. Discuss ways teens can make consumer concerns known.	Supplement 4.61. STEPS to Leadership: Lasso a Consumer Friend.
Survey your community to find a list of groups or agencies concerned with helping consumers.	
View bulletin board Hot Line. Find some examples of each type of service to consumers. Discuss how these agencies could help consumers. What channels would you go through to express concerns you have about a consumer problem?	Supplement 4.61. Hot Line to Community Resources.
Compile a list of consumer concerns. Select one that particularly affects you. Take action to get something done about it.	
Give a report to some other group about ways they can use the consumer services that are available.	

Unit: CONSUMER EDUCATION **Concept** : SPENDING LESS/CONSUMING LESS - Recycling

Competency 5.10 The learner will identify various methods for recycling articles for home, personal, or community use.

Learner Outcome 5.11 Having surveyed his/her home and community, the learner will list recycled articles and tell the recycling methods used.

Activities	**Resource Materials**
View the display or transparency and brainstorm for ideas about uses for the object(s).	Supplement 5.11. What Would You Do With It?
Read to find out about recycling.	Foster et al. Creative Living. pp. 468-475.
Survey your home (including your own things) as to items that are recycled and explain the method used.	
Identify litter areas around the school. Have each class adopt one "problem" area. Designate items that could be recycled and propose a method to be used.	
Visit recycling center. As a class or FHA/HERO project, save an item suitable for being recycled such as soft drink cans or bottles and take to the center.	

Unit: CONSUMER EDUCATION **Concept** : SPENDING LESS/CONSUMING LESS - Recycling

Competency 5.20 The learner will analyze the feasibility of recycling.

Learner Outcome 5.21 Given a "bunch of old stuff," the learner will analyze feasibility of recycling or extending its life.

Activities	**Resource Materials**
View bulletin board Recycling--STEPS To Saving: Trash or Treasure ? Discuss what things might be feasible to recycle.	Supplement 5.21. Recycling--STEPS To Saving: Trash or Treasure ?
Choose one of the fifteen items from the Feasibility worksheet and recycle at home. Report your conclusions to the class.	Supplement 5.21. Feasibility.
Discuss what problems you encounter in recycling (getting replacement parts, getting repairs made, trouble to take, when it can be put to use, no collection centers, etc.).	
Brainstorm ideas for community recycling plans that the individual family can't do.	

Unit: CONSUMER EDUCATION **Concept** : SPENDING LESS/CONSUMING LESS - Prosumer

Competency 5.30 The learner will describe ways the prosumer can increase family or individual level of living.

Learner Outcome 5.31 The learner will compare the cost of ready-made goods with cost of material and time in making it.

Activities	Resource Materials
Interview someone who sews, repairs, services own car, does household repairs, etc. Find out the reasons for doing these things. Discuss your reasons with the class. Compile a list of reasons for and against "doing it yourself."	
Read to find the meaning of the term prosumer and reasons this trend is likely to grow.	Supplement 5.31. Consumer or Prosumer.
In groups assign students a product (use a variety of products from all areas of homemaking). Determine costs by completing chart, Buy It or Make It? Discuss results.	Supplement 5.31. Buy It or Make It?

Unit: CONSUMER EDUCATION **Concept** : SPENDING LESS/CONSUMING LESS - Prosumer

Competency 5.30 The learner will describe ways the prosumer can increase family or individual level of living.

Learner Outcome 5.32 Given a family situation, the learner will suggest ways family needs can be met by producing goods or services for personal or family consumption.

Activities	**Resource Materials**
View filmstrip Buy it or Do It Yourself. Discuss things to consider when deciding whether to buy or do it yourself.	BUY IT OR DO IT YOURSELF. Maclean Hunter. (Butterick)
Brainstorm for ideas about how families might produce goods and services for themselves. Complete chart Is It Worth It?	Supplement 5.32. Is It Worth It?
Discuss skills/knowledge/abilities teens have and what goods or services you could produce.	
Read about The Buyers Family. Suggest ways they could produce rather than buy some goods and services in order to meet theri needs and still stay within the budget.	Supplement 5.32. The Buyers Family.

Unit: CONSUMER EDUCATION **Concept :** SPENDING LESS/CONSUMING LESS - World Influences

Competency 5.40 The learner will relate world situations and events to product availability and cost.

Learner Outcome 5.41 Given a specific world situation or event, the learner will describe its effect on the availability/cost of product(s).

Activities	**Resource Materials**
Find a newspaper headline showing a world event that affects prices of goods in the U.S.	
Read to find out about supply and demand. How do they affect prices?	Oppenheim. Living Today. pp. 106-107.
View bulletin board STEPS To Understanding World Influences on the Price of Goods. Place each of the following situations on the scale and discuss what would happen to the prices and availability of goods if this occured. Would prices in other countries be affected? -Russian grain crop destroyed. They must buy grain from the U.S. -Oil prices rise. Farmers must pay more to rain crops. -U.S. auto workers strike ends with large pay increases. -Population outnumbers houses available. -World oil glut. Too much oil has been produced.	Supplement 5.41. STEPS To Understanding World Influences on the Price of Goods.

Unit: CONSUMER EDUCATION **Concept** : SPENDING LESS/CONSUMING LESS - Coping/Surviving

Competency 5.50 The learner will identify ways of coping/surviving in the marketplace.

Learner Outcome 5.51 The learner will identify inflation fighting tactics in our everyday life.

Activities	Resource Materials
Interview a social studies teacher or read to find a definition of inflation. Discuss ways inflation affects your buying power.	Chamberlain et al. Teen Guide. p. 98.
Play the game How Much Can I Buy and discuss what inflation does to buying power.	Supplement 5.51. How Much Can I Buy.
Interview adults to find what inflation fighting techniques they use.	
Prepare a "Tips for Teens" bulletin board showing ways to combat inflation.	

Unit: CONSUMER EDUCATION **Concept** : SPENDING LESS/CONSUMING LESS - Energy Concerns

Competency 5.60 The learner will identify the effect of energy on cost of goods and services.

Learner Outcome 5.61 Given an example of goods and services, the learner will tell how its cost is affected by energy costs.

Activities	**Resource Materials**
View the bulletin board and discuss how we might reduce the cost of goods and services if so much energy weren't used in getting them to us.	Supplement 5.61. STEPS To Conserving Energy Means No Monkey Business.
View the transparency and discuss energy used in getting a food from field to your home. How could the steps be changed to save energy? How might that affect cost?	Supplement 5.61. Production Tower.
Break into small groups and choose a card from a hat. With the card showing an example of a product or service, list energy uses involved from the beginning up to the time it reaches the consumer. Discuss how the cost of this energy affects the cost of what you buy.	Supplement 5.61. Hidden Energy Users.
Complete the worksheet, Rate the Wattage. Discuss the cost of using appliances once you buy them. Note: Some low wattage items may actually consume more total power because of the time used.	Supplement 5.61. Rate the Wattage.
Write a story about how you can save energy. Tell the class how your suggestions will save money.	

Unit: CONSUMER EDUCATION **Concept** : SPENDING LESS/CONSUMING LESS - Energy Concerns

Competency 5.70 The learner will compare various modes of transportation in terms of energy use and cost.

Learner Outcome 5.71 Given a list of modes of transportation, the learner will rank from high to low in terms of non-renewable energy use and cost.

Activities	**Resource Materials**
View bulletin board and discuss suggestions for transportation. How much would these save in relation to other items listed?	Supplement 5.71. STEPS To Conserving Energy ... Personal Control.
Study the picture and find at least 6 forms of transportation. Discuss which are available in your area- What other forms of transportation are available in your community? Read pages 29-30 and discuss.	Treasures of the Trail. 4-H Energy Project. p. 29-30.
Take a poll to see how class members got to school today. What percentage came by car? by bus? walked? other? Discuss the per person energy cost of getting to school by different ways.	
Complete "The Joyride is Over" and discuss what this means to your future.	Go Easy on Energy. WVa Cooperative Extension Service, p. 20.
Read the case studies in the supplement and compare the energy cost of using different types of transportation. Then rank the different means of travel in the chart from high to low in terms of energy costs per person.	Supplement 5.71. Energy Case Studies. "Getting There." Treasures of the Trail. 4-H Energy Project.
View the film Featherfoot and discuss saving fuel.	Film: Featherfoot. On loan from WVa Fuel and Energy Office.

Unit: CONSUMER EDUCATION **Concept** : CAREER AWARENESS - Careers

Competency 6.10 The learner will explore various career opportunities in consumerism.

Learner Outcome 6.11 The learner will list and describe a variety of careers in the area of consumerism.

Activities	**Resource Materials**
Prepare a bulletin board on various careers involving consumerism. Then list as many careers related to consumerism as possible and give the educational and other requirements for each.	Supplement 6.11. A Rainbow of Consumer Careers.
Play game Consumer Careers Swap.	Supplement 6.11. Consumer Careers Swap.
View bulletin board of blank puzzle pieces. Write steps one would need to take to work toward a consumer career such as college, business school, learning to get along with people, work experience, etc.	Supplement 6.11. STEPS To a Career: Fit A Consumer Career into Your Future.
Read and discuss the story in Illinois Teacher.	Illinois Teacher. March/April 1975. pp. 239-241.

Unit: CONSUMER EDUCATION **Concept** : CAREER AWARENESS - Entrepreneurship

Competency 6.20 The learner will explore entrepreneurship in consumer education.

Learner Outcome 6.21 Having identified a self-employment opportunity in consumer services, the learner will explore its feasibility.

Activities	**Resource Materials**
Brainstorm for self-employment opportunities in consumer services. What types of services could a person provide for consumers who: -did not have the expertise to do financial planning or keep records themselves? -were unable to shop and pay bills because of handicapping conditions, age, or lack of time? -liked shopping their own home? -lived away from your town but had relatives in your town for whom they wanted gifts or other goods purchased and/or delivered? -needed to be reminded of special occasions and wanted a shopping service?	Teacher Reference: Fanslow. Entrepreneurship: A Senior High School Home Economics Career Exploration Unit. Iowa State University.
Survey the yellow pages of your phone book, the newspaper want ads or other community information to find examples of small business or self-employment opportunities in consumer services.	
Use the list of possible consumer services and discuss each in terms of: -what expertise will you need to do this? -are there enough people in your community to create a need for this service? -would people likely be willing to pay someone to do this service?	
Fill in the chart Is It for Me?, and evaluate the self-employment opportunities in terms of whether it is feasible.	Supplement 6.21. Is It for Me?

Unit: CONSUMER EDUCATION **Concept** : CAREER AWARENESS - Entrepreneurship

Competency 6.30 The learner will determine how consumer skills contribute to success in entrepreneurship.

Learner Outcome 6.31 Given situations related to self-employment, the learner will identify how consumer skills apply.

Activities	**Resource Materials**
Have a person in the community who has established his or her own business using consumer services come to speak to the class about problems encountered in establishing and maintaining such a business.	
View bulletin board STEPS To a Career in Consumerism.. Get Ready. Add other knowledge and abilities you would need to start a business of your own.	Supplement 6.31. STEPS To a Career in Consumerism . . . Get Ready.
Discuss how the consumer skills you have learned in this unit would be helpful in providing consumer services to others.	

FHA CHAPTER IDEAS

CONSUMER EDUCATION

Resources in TEEN TIMES magazine:

Title	Page numbers(s)	Issue	Year
Are You Getting a Lemon?	9	Mar/Ap	78
A Dollar Doesn't Cover What It Used To!	17	Mar/Ap	78
It's the Law	10-12	Jan/Feb	82

Suggested Activities:

Have a chapter program on the high cost of shoplifting. Use the article, "It's the Law." Follow with chapter members participating in mock trial.

As a chapter, visit a small claims court to find out how cases involving consumer problems are handled.

Collect "cents off" coupons that would save money. Regularly conduct a community "Swap Shop" to exchange unused coupons.

Present a program to a local civic/service organization by guiding those members in playing Consumer Redress game. (available from Changing Times)

Sponsor a poster contest using the theme "Good Shopping Habits". Display posters in businesses in the area.

Have a lawyer present a program on legal aspects for the teenage consumer.

Plan and conduct a Teenage Consumer Image project.

Establish a Service Swap among members. List services you are willing to trade (bake birthday cake in return for typing a term paper or altering a garment). If you want to make this a big thing, you can set up a system of credits so that the service does not have to be a direct swap between two members.

Plan and conduct a Save Energy in Transportation project to encourage people to carpool, use public transportation, and reduce non-essential driving. Design and distribute badges with slogans such as "Foot Power."

SUGGESTIONS FOR EXTENDED LEARNINGS

CONSUMER EDUCATION

Make a list of the most frequently purchased items. Using a chart compare prices for each item by checking several different types of places to purchase.

Make a list of the marketplaces in your area. Star the ones that are most frequently used by you and write the reasons you shop those places. Check the validity of your reasons and check alternatives.

Select a good or service you would like to purchase. Give the reasons for buying or wanting to make the purchase. Identify those you think are most reasonable.

Select a conflict that occurs in your family over spending and analyze how individual needs and wants have caused the conflict. Discuss with your family how the conflict can be resolved.

Clip ads from various magazines and newspapers. Evaluate each in terms of advertising appeals directed toward teenagers.

Select four or more different purchases you make as a consumer. Compare prices between name brands and lesser known brands of similar quality. Identify the reasons for the price differences.

Make a list of misleading sales gimmicks that you encounter. Find out if any are illegal.

Select labels of several different items and write a report telling how the information on each is helpful to you as a consumer.

Survey the stores in your area to determine how they handle consumer complaints.

Make a collection of coupons you or your family could use. Arrange by category.

Analyze 20 television or radio commercials. Identify target group, type of approach, unusual form (Goodyear Blimp), and effectiveness.

Conduct a consumer study of various modes of transportation comparing costs and efficiency.

Attend a session of magistrates or small claims court. Summarize your findings about financial concerns.

Choose a "prosumer" project to produce goods or services for yourself or your family. Determine the value of your efforts and decide whether or not you will continue.

Make a survey in your family and neighborhood of how people trade services rather than paying for the services. Ask what the advantages are and summarize.

Extended Learnings - CONSUMER EDUCATION
(Continued)

Organize or cooperate in a community recycling project that would be difficult for an individual family to handle.

Investigate ways a microcomputer could be used to increase efficiency as a consumer.

The following HOME/STEPS modules may be used as the basis for Extended Learnings with this unit:

MFE-47	Shopping with Skill
MFE-49	Buying Health and Grooming Supplies

SUPPLEMENTS FOR CONSUMER EDUCATION

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1.11 Consumer Alert Quiz ce-3
1.11 Consumer Bingo ce-4
1.11 The Pros and Cons ce-5
1.11 Consumer Wall Scrawl. ce-6
1.21 Impact of the Teenage Market ce-7
1.21 Where Did it Go? What Happened to the Cash Flow? ce-8
1.21 Your Consumer Profile ce-9
1.31 So I Said... . . . . ce-11
1.31 STEPS To Better Relationships -- In Search of Positive Interactions With Sales People ce-12
1.31 STEPS To Better Relationships with Store Personnel About Complaints ce-13
1.41 Take STEPS To Improve Self-image; Shoplifting Is Nothing But Bad News! ce-14
1.41 My Consumer Image ce-15
1.41 Take STEPS To Improve Self-image of the Teenage Shopper . ce-16
2.11 Everyone Needs ce-17
2.11 Needs Vs. Wants ce-18
2.11 What Is Really Needed? ce-19
2.21 STEPS Toward Responsibility: Bright Ideas about the Teenage Consumer ce-20
2.21 Consumer Choices ce-21
2.31 As A Consumer, Are You More Like...? ce-22
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2.42 Crisis in the Jones Family ce-25
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SUPPLEMENTS FOR CONSUMER EDUCATION, cont.

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4.21	Getting Personal	ce-54
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6.11	STEPS To a Career: Fit a Consumer Career Into Your Future	ce-80
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6.31	STEPS To a Career in Consumerism -- Get Ready!!	ce-82

CONSUMER ALERT QUIZ

Directions: Answer the questions below. Discuss answers in class.

1. What product is advertised as "fluffy not stuffy"?

2. What is the famous McDonald's symbol?

3. List 1 advantage and 1 disadvantage of paying for an expensive item with cash.

4. Name 1 product advertised in a sexist manner.

5. List 1 way to save energy in a school building.

6. Name 2 resources available in your community.

7. List 5 ways you could recycle an old inner tube.

8. Give 1 example of a consumer career.

9. In what way could you be a leader in relation to consumer education?

10. What are the legal responsibilities of a teenage consumer?

CONSUMER BINGO

Directions: Duplicate the card below for each student. Students will find someone in the room who fits each category and have that person sign the card. The first person to complete the card is the winner.

HAS A SAVINGS ACCOUNT	MADE A WISE CONSUMER CHOICE RECENTLY	DOES COMPARISON SHOPPING
HAS A CHECKING ACCOUNT	USES A GOOD CONSUMER PRACTICE	GETS AN ALLOWANCE
SAW AN ADVERTISEMENT TODAY	USES A PRODUCT SAFELY AFTER PURCHASE	MADE AN UNWISE PURCHASE RECENTLY

After playing the game tabulate the results to find in which category most students could fit. . . .the fewest students could fit.

What are some other categories that could have been listed?

What influences the type of consumer a person is?

THE PROS AND CONS

Everyone consumes. Some people prosume. Discover the difference in the situation that follows.

* * * * *

Mary and John were walking home from school. Mary said, "I have to stop at the store and get a loaf of bread for dinner." While they were there, John bought a bag of apples and ate one as they continued their walk.

They parted directions at the corner and went on home. John washed the rest of the apples and put several in to bake for dinner. At Mary's home, her mother had already started dinner. She asked Mary to go pick some lettuce and green onions for a salad. Mary did and made the salad. Mary's brother opened a few cans and boxes and dinner was ready. At John's house, his dad came home with a bucket of fried chicken with slaw. John's mother had made a pan of cornbread from a mix. They were waiting to eat by the time the bread and apples were out of the oven.

1. What things did the two families buy for their dinner?

   The families consumed these foods.

2. What things did they produce for themselves?

   The families became prosumers when they produced goods or services for their own use.

3. In what cases did they combine being prosumers and consumers?

   They were both prosumers and consumers for everything they worked on that had been grown by someone else or partially prepared by someone else, but which they finished.

CONSUMER WALL SCRAWL

Directions: Tape large pieces of freezer paper or newsprint on the wall and let each student put his/her "consumer grafitti" on it. This may be ideas, slogans, pictures, or anything that comes to mind concerning consumers and prosumers. Have a class discussion about the grafitti using the questions below as a guide.

1. What is a consumer?

2. What is a prosumer?

3. What rights and responsibilities do you have as a consumer?

4. What is comparison shopping?

5. How do opinions affect how money is spent?

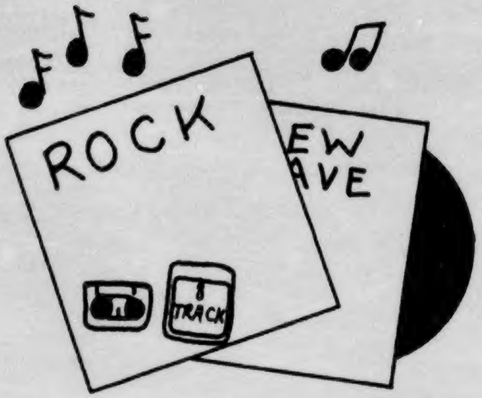
6. What are goods and services?

7. What is supply and demand?

8. How do world affairs influence consumerism?

9. How does energy supply and cost affect consumer choices?

THE IMPACT OF THE TEENAGE MARKET


ROCK
EW
AVE
8
TRACK

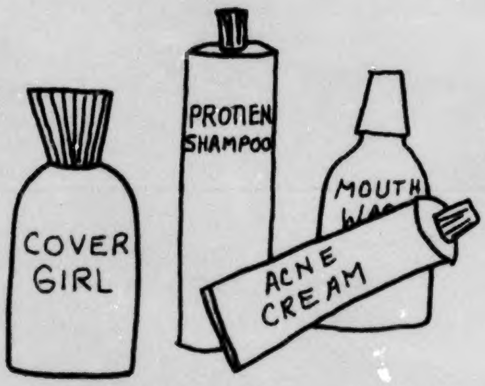
MUSIC

CLOTHES

DRINK
FRIES

FOOD

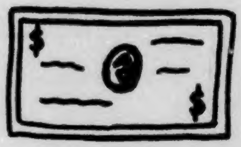
CARS


PROTEN
SHAMPOO
COVER
GIRL
MOUTH
WA
ACNE
CREAM

PERSONAL CARE PRODUCTS

Supplement 1.21
CONSUMER EDUCATION
Importance of Teenage Consumer
(worksheet)

WHERE DID IT GO?
WHAT HAPPENED TO THE CASH FLOW?

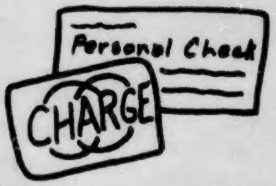


Clothing $____________________

Entertainment $____________________

Snacks/Food $____________________

Hobbies $ Games $____________________

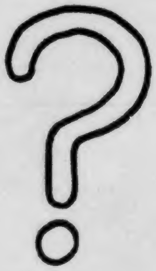


Medical Care $____________________

Transportation $____________________

School Functions/Supplies $____________________

Gifts $____________________

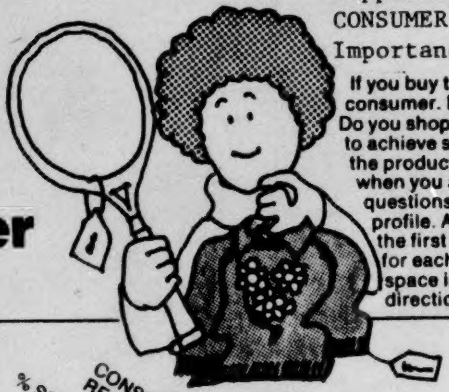


Savings $____________________

Grooming $____________________

Supplement 1.21
CONSUMER EDUCATION
Importance of Teenage Consumer

Your Consumer Profile



If you buy things or use them, then you're a consumer. But what kind of consumer are you? Do you shop for convenience, for economy, or to achieve status? Are you usually satisfied with the products you purchase? What do you do when you are *not* satisfied? The following questions will help you discover your consumer profile. Answer the first question in each set in the first column; place the number of the answer for each of the other questions in the appropriate space in the second column. To score, follow the directions at the bottom of the page.

CLOTHES

	% SELECTED	CONSUMER RESPONSE
What percentage of your clothes do *you* choose?		▨
When you shop, do you usually choose a store that offers (1) convenience, (2) economy, or (3) status?	▨	
After you've made your selection, are you usually (1) very pleased, (2) fairly pleased, (3) not pleased?	▨	
When you're not pleased, do you most often (1) keep the item anyway, or (2) try to get your money back?	▨	

MAGAZINES & RECORDS

	% SELECTED	CONSUMER RESPONSE
What percentage of your magazines and records do *you* choose?		▨
When you shop, do you usually choose a store that offers (1) convenience, (2) economy, or (3) status?	▨	
After you've made your selection, are you usually (1) very pleased, (2) fairly pleased, (3) not pleased?	▨	
When you're not pleased, do you most often (1) keep the item anyway, or (2) try to get your money back?	▨	

HOBBY & SPORTS EQUIPMENT

	% SELECTED	CONSUMER RESPONSE
What percentage of your hobby and sports equipment do *you* choose?		▨
When you shop, do you usually choose a store that offers (1) convenience, (2) economy, or (3) status?	▨	
After you've made your selection, are you usually (1) very pleased, (2) fairly pleased, (3) not pleased?	▨	
When you're not pleased, do you most often (1) keep the item anyway, or (2) try to get your money back?	▨	

SCHOOL SUPPLIES

	% SELECTED	CONSUMER RESPONSE
What percentage of your school supplies do *you* choose?		▨
When you shop, do you usually choose a store that offers (1) convenience, (2) economy, or (3) status?	▨	
After you've made your selection, are you usually (1) very pleased, (2) fairly pleased, (3) not pleased?	▨	
When you're not pleased, do you most often (1) keep the item anyway, or (2) try to get your money back?	▨	

COSMETICS & GROOMING SUPPLIES

	% SELECTED	CONSUMER RESPONSE
What percentage of your cosmetics and grooming supplies do *you* choose?		▨
When you shop, do you usually choose a store that offers (1) convenience, (2) economy, or (3) status?	▨	
After you've made your selection, are you usually (1) very pleased, (2) fairly pleased, (3) not pleased?	▨	
When you're not pleased, do you most often (1) keep the item anyway, or (2) try to get your money back?	▨	

SMALL HOME APPLIANCES

	% SELECTED	CONSUMER RESPONSE
What percentage of the home appliances you use, do *you* choose?		▨
When you shop, do you usually choose a store that offers (1) convenience, (2) economy, or (3) status?	▨	
After you've made your selection, are you usually (1) very pleased, (2) fairly pleased, (3) not pleased?	▨	
When you're not pleased, do you most often (1) keep the item anyway, or (2) try to get your money back?	▨	
TOTAL		

HOW TO SCORE

Add the percentages in column 1 and divide by 6. Did you know you chose so many of the products you consume?

Add the totals in column 2 and compare your total with this scale to determine your consumer profile:

18 to 27 points: You often shop as fast as you can and settle for what you can get.
28 to 37 points: You're sometimes dissatisfied, but you don't always have the assertiveness to get your money's worth
38 to 49 points: You pride yourself on careful shopping, but you're frequently disappointed in the things you buy.

The first column in this activity gives students the opportunity to estimate how influential they are in selecting the products they most often use. In the second column, students respond to questions about why they choose a particular store, how statisfied they usually are with their purchases, and what they do when they are displeased.

Young people may be unaware of the important role they play as consumers. To help them appreciate this role, you may want to discuss with them recent purchases their families have made. For example, if one student's family recently bought a TV set, the student will probably say initially that mother or father chose it. But further discussion will reveal that the children in the family also played a role.

Ask them who first mentioned that the family needed a TV? The parents or the children? Who first mentioned the size or other characteristics wanted? Who called attention to ads in newspapers or magazines?

Although the final decision was probably made by parents, the students could certainly claim an important influence in that decision.

After the students have completed the activity, discuss the results with them to put their role as consumers into perspective:

1. What is generally more important to them: convenience, economy, or status? Does it vary for different items? Why?

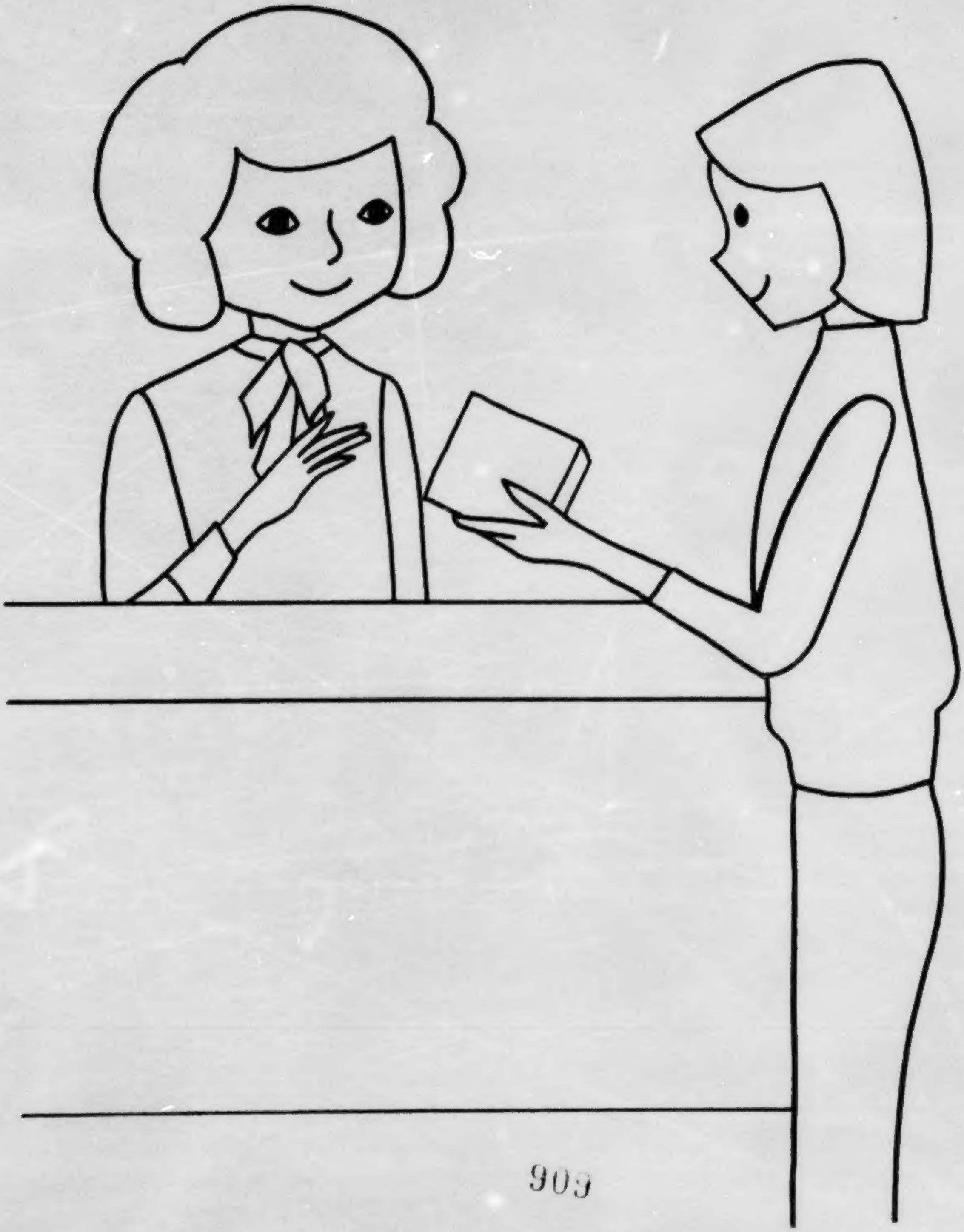
2. Does the consumer profile reflect their consumer habits accurately? How else might they describe themselves?

3. How does each student compare with the average class percentage? (Add the precentages for everyone in the class and divide by the number of students for a class average.)

4. If students are willing, divide into small groups to discuss individual differences.

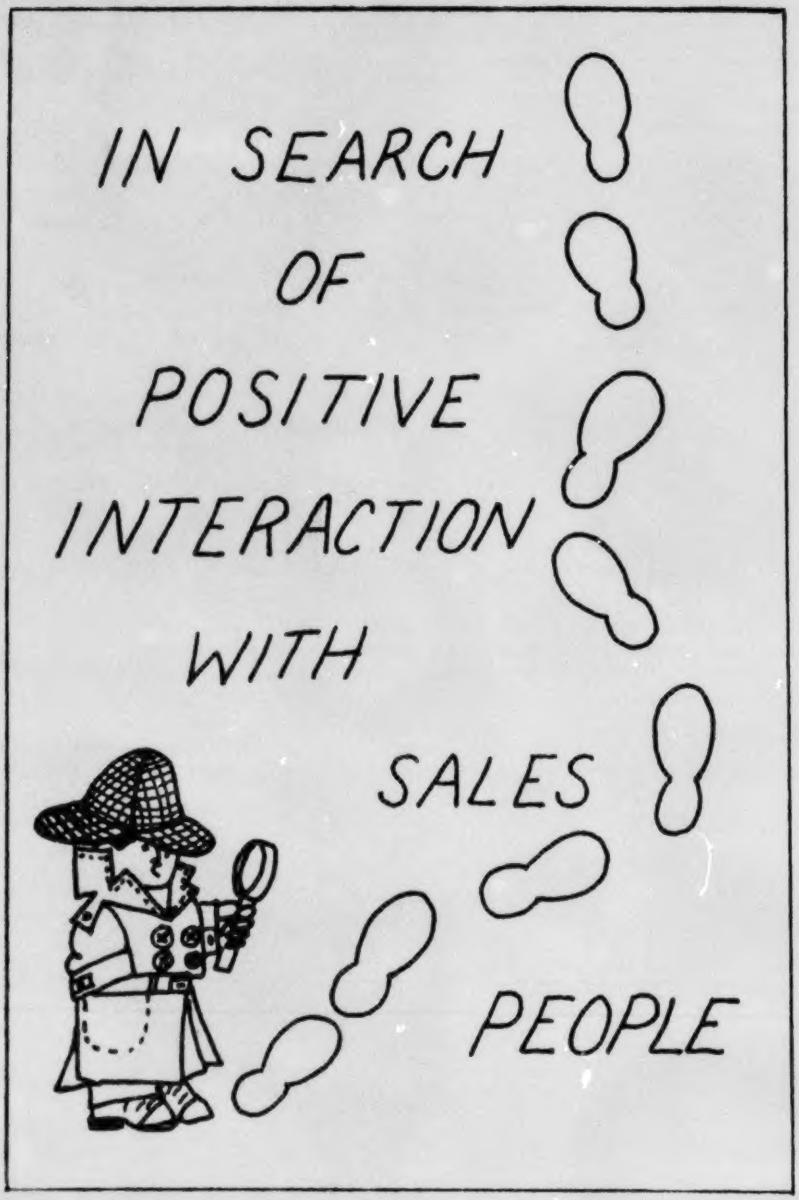
Source: The Door To Home Safety. U.S. Consumer Product Safety Commission.

SO I SAID....



Supplement 1.31
CONSUMER EDUCATION
Human Relationships

STEPS TO BETTER RELATIONSHIPS


IN SEARCH
OF
POSITIVE
INTERACTION
WITH
SALES
PEOPLE

PEOPLE NEED PEOPLE

STEPS TO BETTER RELATIONSHIPS

WITH STORE PERSONNEL ABOUT COMPLAINTS

Do:

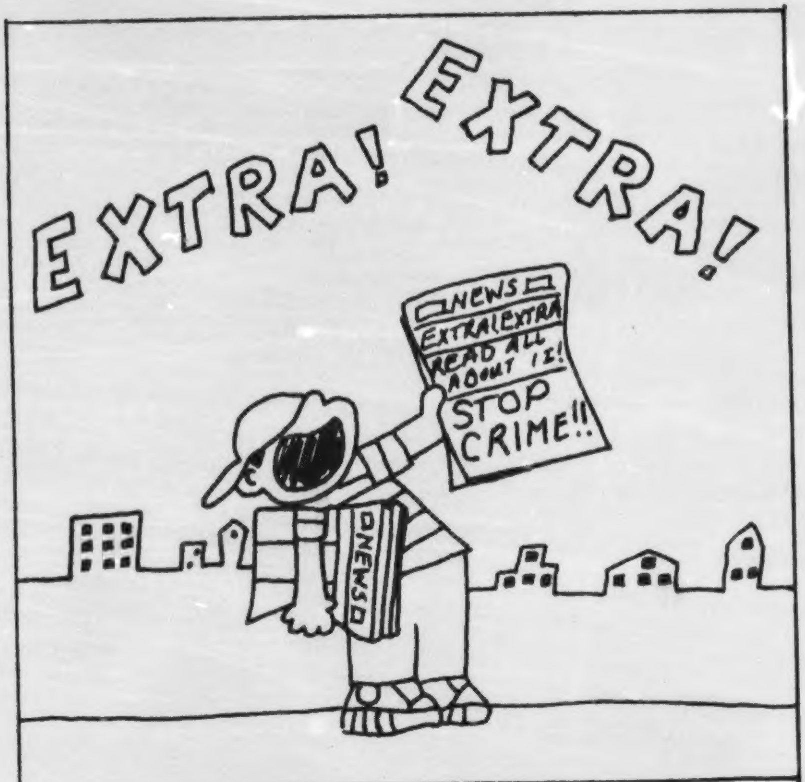
- BE COURTEOUS
- BE SPECIFIC
- CONSIDER BOTH SIDES

Don't:

- GO UNPREPARED
- GET ANGRY
- HAVE A CLOSED MIND

PEOPLE NEED PEOPLE

TAKE **STEPS** TO IMPROVE SELF-IMAGE


EXTRA! EXTRA!
NEWS
EXTRA! EXTRA
READ ALL ABOUT IT!
STOP CRIME!!
NEWS

SHOPLIFTING IS
NOTHING BUT
BAD NEWS!!

Supplement 1.41
CONSUMER EDUCATION
Self-Image

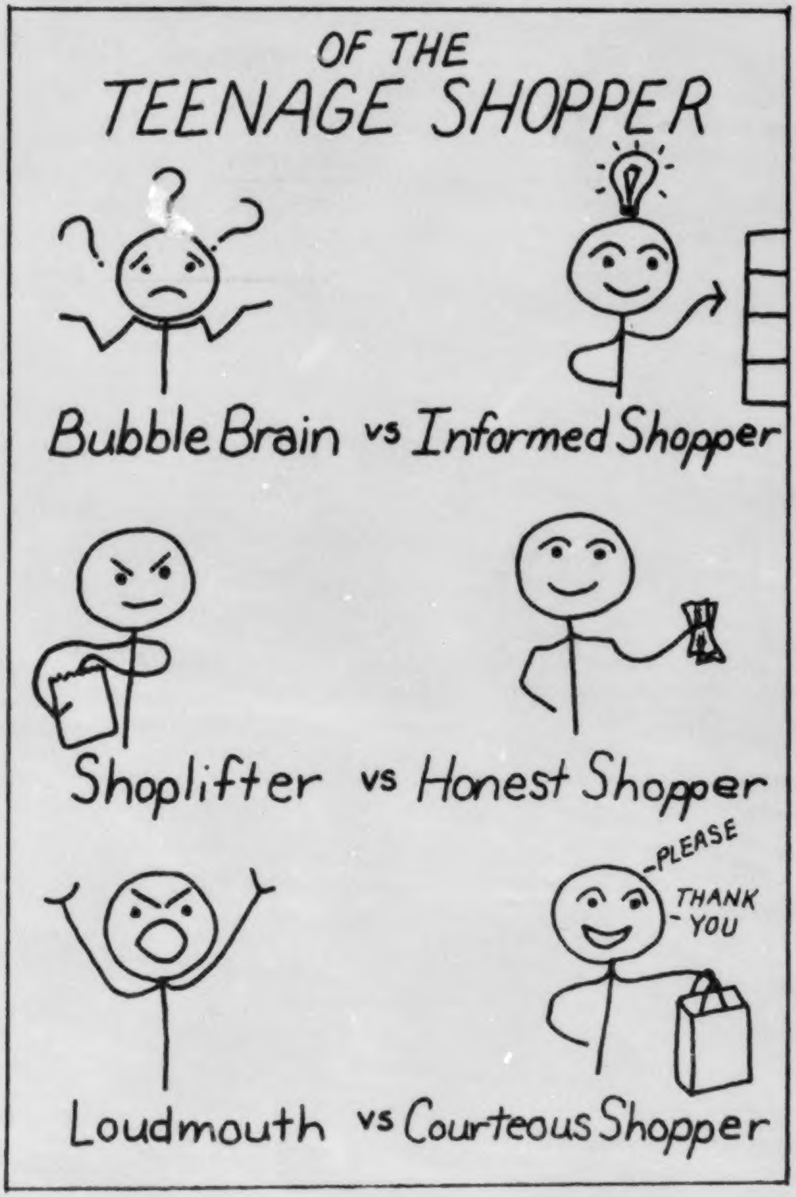
MY CONSUMER IMAGE

Place a check in the column that describes your self-image for each statement.

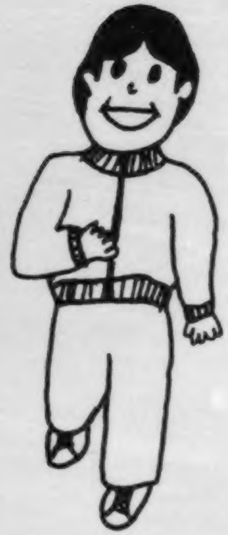
	YES	NO	SORT OF
1. I am an impulse buyer.			
2. I am often swayed by clerks.			
3. I am often swayed by advertizing.			
4. My friends influence me in shopping.			
5. I know what I want when I shop.			
6. I have trouble deciding what to buy.			
7. I love to spend.			
8. I love to shop.			
9. I don't bother with labels.			
10. I buy things I don't need.			
11. I buy things I don't use.			
12. I am staisfied with how I spend.			
13. I never have enough money.			
14. My money runs out too early.			
15. I am a careful buyer.			
16. I know what things cost.			
17. I "shop" to pass the time.			
18. I try on things just for fun.			
19. I feel funny in strange stores.			
20. I feel that clerks are suspicious of me.			

Supplement 1.41
CONSUMER EDUCATION
Self-Image
(bulletin board)

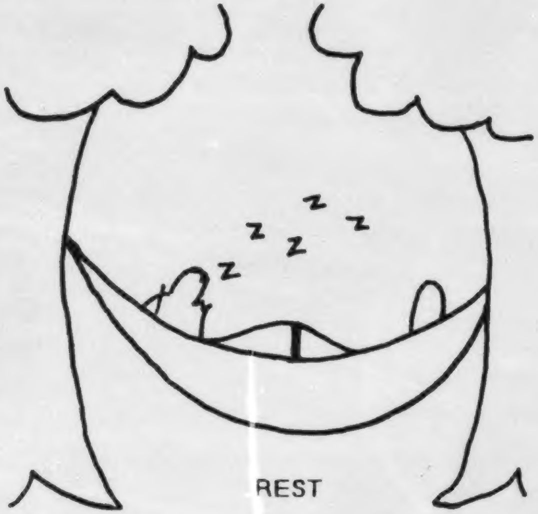
TAKE **STEPS** TO IMPROVE SELF-IMAGE


OF THE
TEENAGE SHOPPER
Bubble Brain vs Informed Shopper
Shoplifter vs Honest Shopper
-PLEASE
THANK
- YOU
Loudmouth vs Courteous Shopper

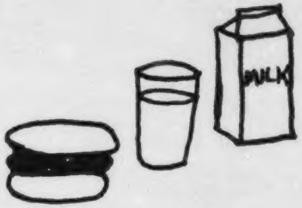
EVERYONE NEEDS



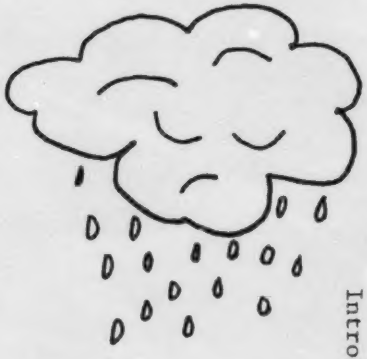
EXERCISE



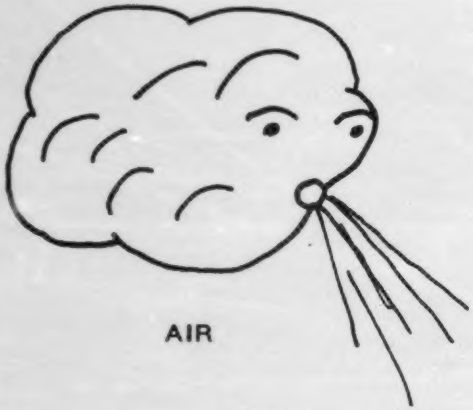
REST



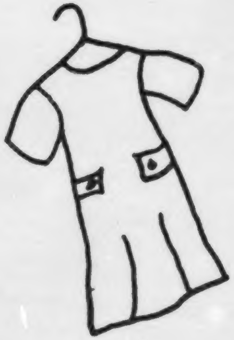
FOOD



WATER

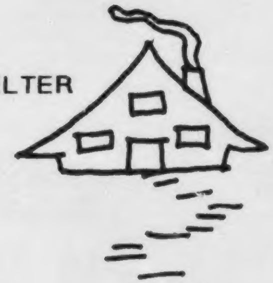


AIR



CLOTHING

SHELTER



ce-17

Supplement 2.11
CONSUMER EDUCATION
Introduction

NEEDS VS WANTS!

Check the category in which you would place each of the following:

	Want	Need
1. Charlene must have a new pair of designer jeans for Saturday's dance.		
2. Marc's parents built a swimming pool in their back yard last summer.		
3. John asked for a trip to Myrtle Beach for a graduation present.		
4. Sam has a hole in his only pair of shoes. He would like a new pair.		
5. Jim bought a car to drive to school.		
6. Lori, who lives in Michigan, has outgrown her winter coat.		
7. Mary Ann asked her parents for a diamond ring for graduation.		
8. Amy bought a new record at the discount store.		
9. Susie would like to buy a car to drive to work.		
10. Gene bought a new van to drive on vacation.		
11. Gary inquired about buying a condominium at the beach as a vacation home.		
12. Chris went to the Steak House and ordered a T-bone.		

Supplement 2.11
CONSUMER EDUCATION
Introduction
(case studies)

WHAT IS REALLY NEEDED?

Case Study 1

It is almost time for school to start. Over the summer, Marge has outgrown every pair of shoes and every shirt she owns. She has planned a shopping trip for Saturday to get some school clothes. With Dad's lay-off from the plant for three months, money will be limited. Marge has made a list of wardrobe items she feels she should buy. Shoes are first on the list. All her friends wear the same expensive brand so she has decided she must have them. Next is shirts, the ones with the status emblem on the front. The list goes on.

What are Marge's needs? What are her wants. Could her needs be satisfied in another say? How?

Case Study 2

Kim's coach has said that exercise is a must if he wants to be on the team in the fall. Running, muscle building exercises, swimming, biking, etc. would help Kim build the endurance needed for the sport. Kim's doctor has also told him that he should get more exercise. As he makes plans for the summer Kim includes buying a new jogging outfit, asking dad to join the Country Club so he can swim with friends, checking into getting a new bike, and joining the Y's weight lifting program?

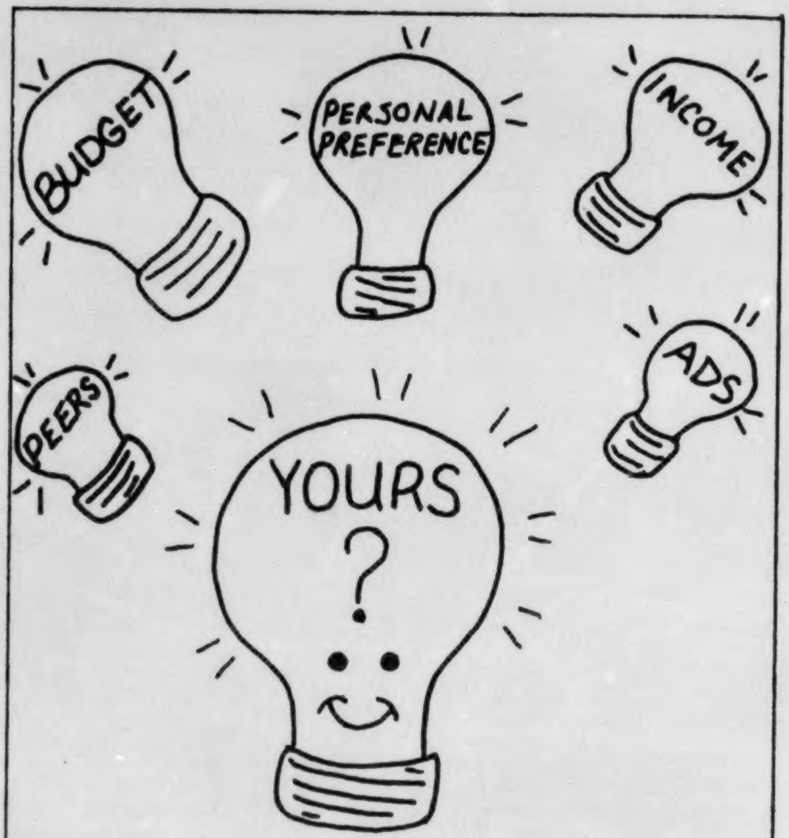
What does Kim need if he wants to be on the team? Could he fulfill this need without some of the things he wants?

Cast study 3

"I am starving," Jo said as she came through the door into the restaurant. "I hope my allowance will stretch to buy what I have in mind for lunch. I would like one of those big submarine sandwiches. I know it is more expensive than the chili, but I'm worth it. Also, a strawberry milkshake would just hit the spot. How much does that come to?" She opened her purse to discover that she could not afford it.

What was Jo's need? What were her wants? How could she satisfy needs and still keep within her budget?

STEPS TOWARD RESPONSIBILITY


BUDGET
PERSONAL PREFERENCE
INCOME
PEERS
ADS
YOURS
?

BRIGHT IDEAS
ABOUT THE
TEENAGE CONSUMER

Supplement 2.21
CONSUMER EDUCATION
Responsibility
(case studies)

CONSUMER CHOICES

Susan

Susan, who is 16, earned spending money through baby sitting. She had saved her money for several months to go shopping for Easter clothes. She and a friend decided to go to a nearby shopping mall.

Before leaving for the shopping trip, Susan's mother warned her to be careful about what she bought. She reminded Susan of the importance of reading labels and comparing cost with quality. She told Susan it might be better to buy a few good items rather than several of poor quality.

Susan came home with several items her mother said looked cheap.

Why do you think Susan made the choices she did?

Lynn

Lynn and his college freshman roomate went shopping for matching bedspreads for their dormitory room. Neither of them had done too much shopping on their own. They saw bedspreads they liked at the first store they tried. They bought the spreads on the spot.

Going down the street, they saw several spreads identical to the ones they had bought for $10 less. When they got back to their room, they read the care label on the spreads. They discovered that the badspreads had to be drycleaned.

How can they avoid mistakes like this in the future?

920

Supplement 2.31
CONSUMER EDUCATION
Self-Image
(worksheet)

AS A CONSUMER . . . ARE YOU MORE LIKE?

1. . . .cash or a check? ____________________________

   Why? ____________________________

2. . . .a bicycle or a semi-truck? ____________________________

   Why? ____________________________

3. . . .an Indian or a pioneer? ____________________________

   Why? ____________________________

4. . . .a motorcycle or a van? ____________________________

   Why? ____________________________

5. . . .a drive-in bank or a discount store? ____________________________

   Why? ____________________________

6. . . .blue jeans or a formal? ____________________________

   Why? ____________________________

7. . . .a daisy or a rose? ____________________________

   Why? ____________________________

8. . . .a coal miner or an insurance salesperson? ____________________________

   Why? ____________________________

9. . . .an economy car or a sports car? ____________________________

   Why? ____________________________

10. . . .an apple or an avocado? ____________________________

    Why? ____________________________

Note to teacher: Add more that fit your situation or area.

As the Consumer World Turns - Shirley Slater, Ohio University.

Supplement 2.31
CONSUMER EDUCATION
Self-Image
(game)

TRADEMARK CONCENTRATION

Preparation: Make a set of brand name cards and a set of trademark cards. These can be drawn or pictures found in magazines. You may wish to use two different colors for cards.

Playing instructions: Lay all the cards face down. The player will select one card from each set. If they match, the cards remain face up. If not, they should be returned to the stack. The person making the most matches first wins.

BRAND NAMES	TRADEMARKS
IZOD	Alligator
GLORIA VANDERBILT	Swan
BILL BLASS	BB
JACK NICKLAUS	Penguin
LEGG'S	Egg
LEVI'S	Orange Tag
AIGNER	A
McDONALDS	M
NIKE	Wings
JORDASH	Horsehead
CONVERSE	Stars

SPECIAL DELIVERY

Directions: Select several students to role play a family discussing the spending priorities different members of the family have. The rest of the class will act as observers to record what each person seems to want or need. After the characters and situations are clearly established, another student will interrupt with a "Special Delivery" chosen at random from the messages below. The role play then will continue as the characters deal with the new windfall or spending demand. Another "Special Delivery" can be made or a different situation role played if desired.

Special Deliveries:

1. Mother has won the Crown Sweepstakes and will get $5000.
2. Father has just gotten the promotion he has wanted and will get a $300 per month raise.
3. An aunt needs $1500 for an operation. Her insurance won't cover the cost.
4. Daughter who is on a trip had car trouble. It will cost $500 to fix. She is 1000 miles from home.
5. The son who is away at school needs $200 to pay his rent. He is broke.
6. A son at home has won a trip to New York. Expenses will be paid but he doesn't have the right clothes (or enough for the length of time he will be gone) for the trip.
7. The estimate on fixing the washer is $400.
8. An uncle died leaving $1000 to the family.
9. The family gets a $50 refund because a utility bill has been estimated too high.
10. Insurance on the house is going up $500 a year, part of which was because they were under-insured.

Discussion:

1. How did what different family members want differ?
2. How did different members of the family react to the "Special Delivery"?
3. What do you think about the attitudes toward spending shown by different family members?
4. Did they settle differences of opinion in a satisfactory way? What do you think about their solution?
5. Put different family members in the "hot seat" and ask them questions about what they said or felt.
6. What are other solutions? How might different solutions affect the family's relationships with each other? Their financial picture?

Supplement 2.42
CONSUMER EDUCATION
Human Relationships
(case study)

CRISIS IN THE JONES FAMILY

Mr. and Mrs. Jones and their daughters -- Mary, age 16 and Jane, age 13 -- live in a comfortable middle class subdivsion. Mrs. Jones is a nursing supervisor at the local hospital and Mr. Jones is a shop foreman in a local automobile manufacturing plant. Mary works three hours per evening three days a week at McDonald's. She works eight hours on Saturday. Mary earns the minimum wage. Mary earns enough to buy some of her clothes and all of her spending money. Jane babysits with a couple of grade school children for 2 hours a day, 5 days a week. She keeps the children from the time school is out until their father comes home from work. This job provides spending money for Jane.

The automobile manufacturing plant closes and Mr. Jones is out of work. He will draw unemployment benefits equal to two-thirds of his take home pay for eight months. Because so many people are out of work, the number of hours Mary works at McDonald's is cut in half. Jane loses her baby sitting job because the mother in the family she worked for also worked at the automobile plant--but she had not worked long enough to draw unemployment benefits.

Discuss changes in family income for the Jones family. Decide how they will need to change their spending patterns.

Supplement 2.42
CONSUMER EDUCATION
Human Relationships

BUT WHAT ABOUT OUR TRIP?

Break into groups of four and role play the following family situations:

Fourteen-year old Jason lives with his family in a small town. Jason's father works in a near by factory for an income of $1,440.00 a month. His mother babysits part time for her neighbor. She earns $160.00 monthly.

Jason earns $40.00 a month doing outdoor work and odd-end jobs for an elderly neighbor down the street. Jason's sister, Gretchen, is in the 5th grade and the Ray's give Gretchen an allowance of $5.00 a month. The Rays are saving for a trip to Disney World. Mr. Ray has been able to set aside $100.00 monthly from his salary, Mrs. Ray has been contributing $60.00 monthly of her baby sitting. (she has also been saving for new living room furniture.) Jason has given up recreation and put all that money, a total of $10.00 monthly on the trip. Gretchen is saving $2.00 of her allowance for the trip.

After counting their money they can see making the trip will be possible in one month. They are now looking with great excitement for the time to leave for Disney World to arrive.

Draw a slip (with one of the following) from a box. Role play what happens.

Mr. Ray comes home from work and tells his family that he is among the first group of employees at the factory to be laid off for an indefinite amount of time.

The phone rings, Mrs. Ray answers and learns that Jason has broken his arm playing softball. To meet Jason's medical cost the Ray's will have to pay the first $100.00.

Mrs. Ray's sister calls to tell her their mother has fallen and broken her hip and is now in the hospital. Her sister needs her to come to help care for their mother as she is due to deliver her first child within the month.

A severe storm strikes the area producing heavy rains and strong winds. During the storm lightning strikes the big old oak (with the yellow ribbon) tree and it falls into the house destroying a portion of the roof, one bedroom, and upstairs both.

The Rays receive a letter in the mail telling them they have been audited by the IRS and owe $550.45 in back taxes due to a mistake in filing.

Gretchen falls skipping rope in the driveway and knocks out two of her front teeth. The dental charges will be $750.00 to do the necessary work.

SCRAMBLED CONSUMER SENTENCES

Directions:

1. Write the sentences below (or others of your choice) on index cards (one word per card). Put the sentences in envelopes and place these envelopes into one large one. Several sets will be needed.

2. Give the large envelope to a group of five students. Students will make 5 scrambled sentences. These sentences must be correct and the teacher will check against the key.

3. The first place winner is the group to finish the sentences correctly. Have a second, third, etc. winner, and "cow's tail."

Note to teacher:

It is a good idea to code the cards on the back so it is easier to tell which envelope they are from if you plan to use the cards again.

The difficulty of the game can be controlled for the class or group. The game is easier if sentences are color coded and the first word is capitalized.

Sentences to be placed on cards:

1. Every person is a consumer.

2. Supply and demand affect price.

3. Money is a medium of exchange.

4. Labels give valuable information.

5. Advertising can be misleading.

Supplement 3.12
CONSUMER EDUCATION
Coping/Surviving
(worksheet)

PRODUCT COMPARISON

View a display of different brands of the products below:

BRAND NAME PRODUCTS	COST	SIMILAR PRODUCT	COST	DIFFERENCE
Food item 1. 2. 3. 4.				
Clothing wearing apparrel 1. 2. 3. 4.				
Accessories 1. 2.				
Grooming aids 1. 2.				

Select one from each category and discuss which you would buy.

1. Food
2. Clothing
3. Accessories
4. Grooming aids

Now look at the product prices. If you would change your mind, place your new choice in third column.

Out of the four you chose to buy, evaluate them by placing a plus if it was the more expensive item or a minus if it was the lesser priced item

1. Food
2. Clothing
3. Accessories
4. Grooming aids

What does this tell you about yourself and how advertising influences you?

DESIGN AN AD CAMPAIGN

Directions:

1. Write an advertisement for one of the items below.
    - one half of a used pencil
    - worn out tennis shoe
    - one sock
    - one half of a sandwich
    - candy wrapper
    - bubble gum (one used piece)
2. Draw a visual for the advertisement.
3. Make a display of the visual and written advertisement. Judge the exhibits and give awards.
4. Discuss in class what is appealing about the ads. What would make you buy the product, etc?

A REAL DEAL?

1. Mavis ordered a tape album after hearing about it on T.V. She was expecting to get the tapes recorded by her favorite singers. The commercial said "All by big-time recording artists." The one she heard was the real thing. When the album arrived, she was disappointed to find that it was not by the singers she was expecting.

2. Bob was home alone when a man selling magazines came around. He told Bob about the fantastic deal he had--five magazines that Bob did read for half the usual subscription price plus shipping and handling. You paid as you got them. Bob figured out what each issue would cost. It was really cheap so he ordered them. When they started arriving and he got his first bill, he was surprised at the amount. It was lots more than he expected. He asked his Uncle David about this. Uncle David asked if his sales contract had said what the "handling" charges would be.

3. Monica heard about the special pre-Christmas sale at the Bon-Ton. She had several gifts to still buy, so she stopped after school. The prices were pretty good, but she thought she had never seen such cheap-looking stuff at the Bon-Ton. Maybe this wasn't their regular stuff. It sure didn't look like it.

4. Jeff was worried that he wasn't as tall and hefty as his friends. When he saw the ad for the muscle building course in a magazine, he sent for free information. The picture showed a guy who could make any of the girls take notice. The other guys wouldn't push him around anymore. When it came, there was a set of weights along with a series of exercises to do. After trying them, he realized these exercises were ones he had learned in PE anyway.

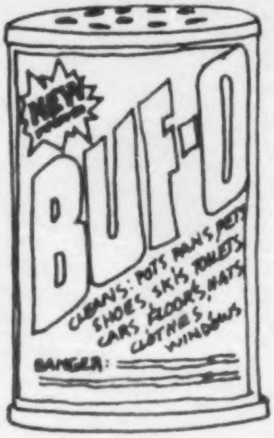
5. Dolly saw this great looking outfit advertized. She ordered it and wore it. It didn't look too bad, she thought, regardless of what her mother said about it. The outfit got pretty dirty, so she threw it in the laundry. The next time she tried to wear it, she couldn't even get it zipped. She had already had to iron it. It hadn't occurred to her it might not wash well. She gave up when she noticed that all the trim was coming off. Her mother told her she hoped she had learned not to believe the pictures. When she checked the ad, her mother pointed out that it didn't say what the outfit was made of or anything about washing it.

6. Joannie signed up for a modeling course. The ad promised to get modeling jobs for you after you completed the course. As she got started, she found out there were lots of extra expenses she hadn't exptected--like having all those expensive photographs made. All the modeling jobs they even mentioned were to be done free. She wondered if they really had anything that would help cover the cost of what she was spending.

7. The woman on the phone told Bart that he had won a free trip to Cincinnati to a ballgame. When he went down to pick up his bus ticket and ticket for the game, they had some equipment and extras he needed to buy. When he said he's do without that, just give him the tickets, he found out the tickets weren't free unless he bought that other stuff.

Getting Acquainted With Labels

Supplement 3.15
CONSUMER EDUCATION
Coping/Surviving



What is the purpose of the label on a product? (Check each answer you agree with.)

☐ a. to identify the product and the manufacturer

☐ b. to list the ingredients

☐ c. to influence the shopper to buy

☐ d. to give the buyer information about the product

☐ e. to list safety precautions

Many consumer groups believe that labels should contain warnings that can be understood by people who can't read. Design a symbol to convey the following meaning:

Poisonous	Flammable	Explosive	Unsafe for Children

The federal Hazardous Substances Act states that any product that is or contains a hazardous substance must be properly labeled. It must include a signal word like DANGER, WARNING, or CAUTION; it must state the principal hazards involved; and it must include safety information and first aid care if this applies.

Try your hand at designing a label. Here is the description of a product that hasn't yet been, but could be, invented. Read the description; then, on the reverse side of this sheet design a label for the product. Be prepared to explain the design features you chose.

The Aardvark Company has just decided to market a novelty item, which they hope people will buy as a decoration for a coffee table. The item is a fragile, clear glass bowl, about the size of a round melon. Inside the bowl are many multi-colored beads made of gelatin and filled with a toxic chemical that causes them to more easily reflect the light. The purchaser stirs the beads with a glass rod to form different and interesting patterns.

In the description above, underline the key information you will include on your label.

Students should have underlined the following phrases in the paragraph before designing a label:

- decoration from a coffee table
- fragile, clear glass bowl
- beads made of gelatin and filled with a toxic chemical
- glass rod

As a minimum, the label designed by the student should include:

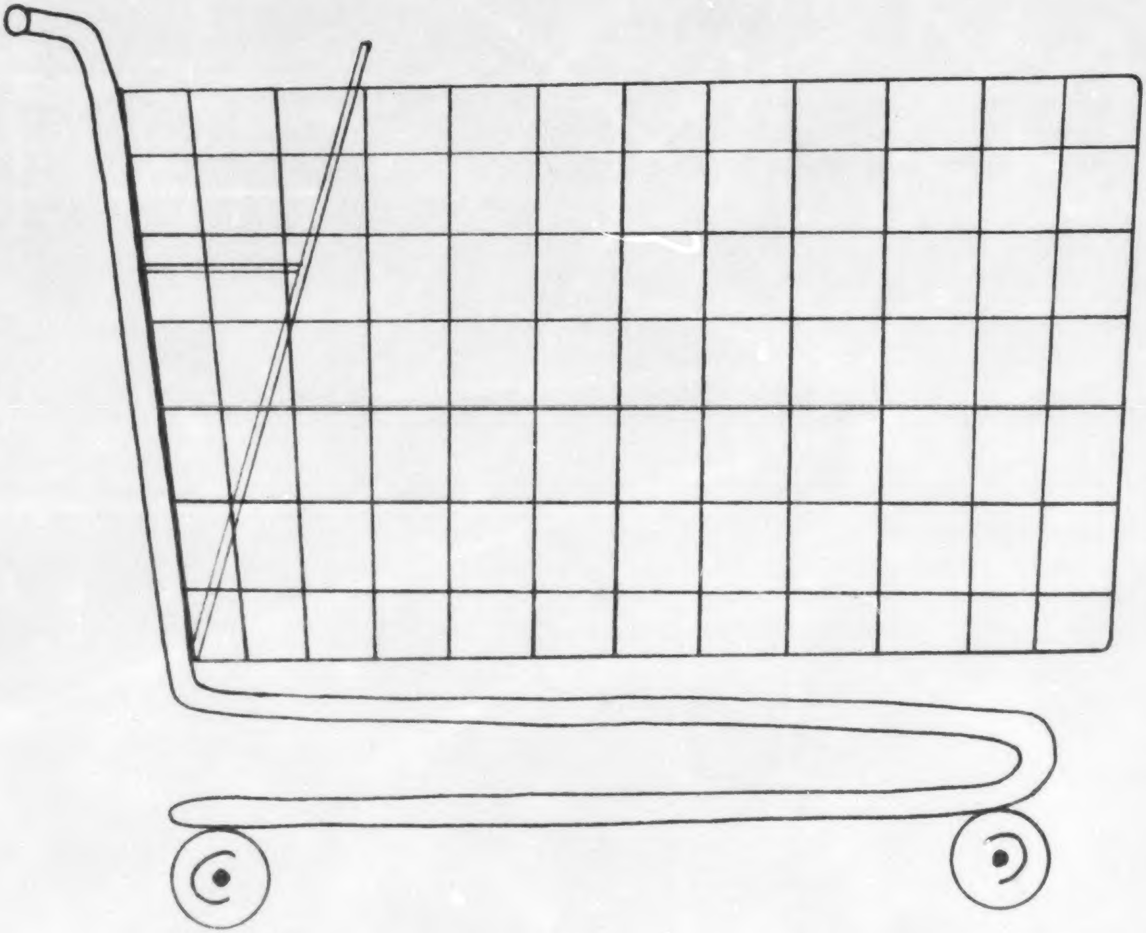
1. name of product and manufacturer
2. signal work (danger, warning, or caution)
3. statement of hazard (indicating whether the product is poisonous or flammable, whether it presents a fire or shock hazard, whether it contains small parts or sharp edges, for example)
4. cautionary information related to the use of the product, including the proper first aid if the product is poisonous.

Source: Door to Home Safety. U.S. Product Safety Commission.

932

SHOP AROUND

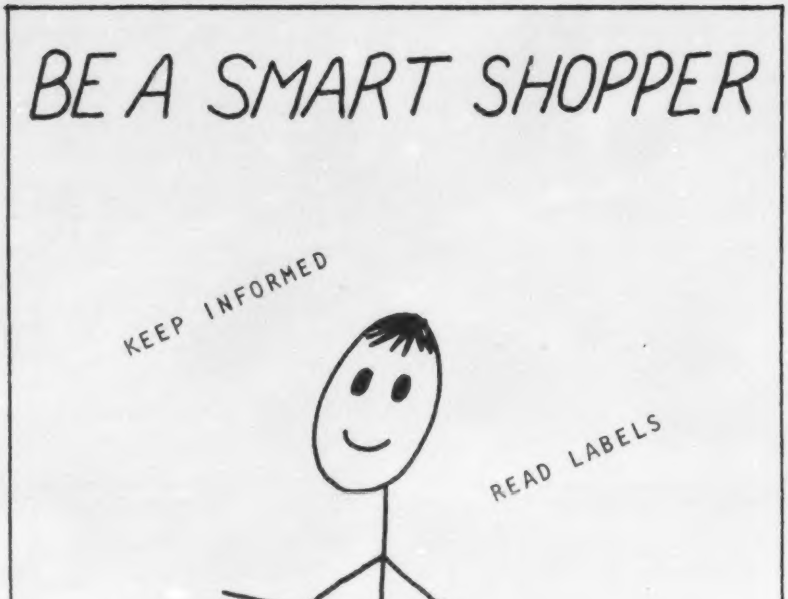
Directions: Staple various product pictures, sample shopping list, and discount coupons on shopping cart.



COMPARE PRICES BUY AS NEEDED CHECK QUALITY POINTS

Supplement 3.17
CONSUMER EDUCATION
Coping/Surviving

COPING--STEPS TO SURVIVING


BE A SMART SHOPPER
KEEP INFORMED
READ LABELS
COMPARE BRANDS
ASK QUESTIONS
EXAMINE MERCHANDISE CAREFULLY

Are You Safety Conscious As You Shop?

With your family's help, list 10 products you have bought yourself or helped your family select recently. Then list your reasons for selecting each one by putting a check in the appropriate column. Finally, try to think of *any possible* risk, injury, or hazard that might be related to this product. How could you prevent the injury?

PRODUCT	REASON FOR SELECTING THE ONE YOU BOUGHT						POSSIBLE INJURY
	Bought on impulse.	Persuaded by advertising.	Because my friends have one.	Parent or teacher told me to.	I needed it.	It was the safest one of all I could have chosen.	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

Source: Door to Home Safety. U.S. Product Safety Commission.

Supplement 3.17
CONSUMER EDUCATION
Coping/Surviving

DON'T GO BROKE

The object of this game is for the players to purchase the largest number of items possible without going broke.

Players draw one "money" card to establish the number of dollars they have for a shopping trip. Then all of the "shopping" cards (pictures and prices of purchasable items) are scattered face up over the table. Players draw one card each turn from the "shopping" cards and attempt to purchase the largest number of items possible and stay within the dollar amount on their "money" cards. Players spending more than the amount of their "money" cards go broke and lose the game. Once one player goes broke, all other players count the number of items each has purchased. The player with the largest number of items is winner.

A shopping list and cost sheet are given to each player. The player writes the name and cost of each item purchased onto this sheet and maintains a running total of expenditures. The running total tells who went broke.

The difficulty of this game may be altered for a slower group by including only items which have an even dollar amount for a price and by deleting the requirement of writing the name of items purchased on the shopping list and cost sheet.

Shopping

Cards

Cut pictures and prices from a newspaper and catalogue and glue them to the face of regular playing cards. Write "Shopping Cards" with permanent marker on the back. The prices of items should range from 50¢ to $25.00.

Money

Cards

Purchase a blank deck of cards or glue construction paper to both sides of a regular deck and write various amounts on one side and "Money Cards" on the other side. The dollar amounts on the cards range from $5.00 to $25.00.

Shopping List and Cost

Player's
Name ____________________

Shopping Money
Amount ____________________

Items bought and cost

___________ ___________

___________ ___________

Sub Total ___________

___________ ___________

Sub Total ___________

___________ ___________

Sub Total ___________

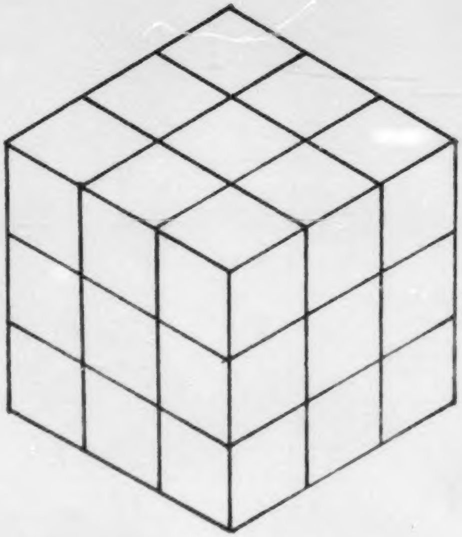
Make playing sheets on ditto masters and duplicate onto colored paper.

SOURCE: Shirley Slater. As the Consumer World Turns. Ohio University. Game developed by Larry Jageman.

Supplement 3.17
CONSUMER EDUCATION
Coping/Surviving

COPING--STEPS TO SURVIVING

FIND THE BEST
"SOLUTION"



FOR WISE
CONSUMER
CHOICES TODAY

COPING--STEPS TO SURVIVING

MAKING CONSUMER DECISIONS

1. IDENTIFY YOUR WANTS AND NEEDS.
2. CONSIDER ALL OPTIONS: BUYING, BORROWING, RECYCLING, ETC.
3. MAKE A DECISION.
4. FOLLOW THROUGH WITH YOUR PLAN.
5. EVALUATE THE PLAN.

Supplement 3.18
CONSUMER EDUCATION
Coping/Surviving
(case studies)

CONSUMER DECISIONS

Case Study 1

Julie was shopping for a new winter coat. It is an item of clothing she wears every day in cold weather. She finds a coat that is just in style and a new lavendar color, a pearly new look this year. The only problem is she also likes a gorgeous camel wool,coat quite traditional and on sale for 1/3 the price. The lavendar coat costs $69.95; however, the camel is reduced to $75.00. Julie's limit is $75.00.

List pros and cons for each coat.

What would be the best buy?

What process did you use to reach your decision?

Case Stude 2

Elliott is desparately in need of a new pair of jeans. He works and buys his own clothes. Elliott is saving for an airplane ticket and vacation at his cousin's this summer in Florida. If he buys the name brand everyone is wearing, he will only be able to save half of what he has to save the next two months to buy the ticket in time. Elliott really likes the name brand jeans, but he has found another style of jeans that fit better, although he is not fond of them because he likes to dress in style.

Will the name brand jeans look better?

Will the name brand wear longer?

What jeans will meet Elliott's needs?

What process did you use to reach your decision?

Supplement 3.18
CONSUMER EDUCATION
Coping/Surviving

WISE CONSUMER CHOICE

I. Choose a major item to be purchased. You will be considering the information necessary for making a wise consumer choice.

ITEM ______________________________

II. Discuss factors to consider before making the purchase.

Need for item ______________________________
Amount of use ______________________________
Life span expectancy ______________________________
Amount of money ______________________________
Amount of money available to spend ______________________________
Where should item be purchased ______________________________
What type of payment will be best ______________________________

III. Compare three different brands of this item.

BRAND	DESIRABLE FEATURES	UNDESIRABLE FEATURES	COST
1.			
2.			
3.			

IV. Limit your choices to two, listing reasons why you have chosen these over others.

1. ______________________________ Reason ______________________________

2. ______________________________ Reason ______________________________

V. Rate these items. Use 1 as highest rating, 5 lowest.

1. ______________________________
2. ______________________________

VI. Now you have made your choice.

Supplement 3.18
CONSUMER EDUCATION
Coping/Surviving
(worksheet)

COMPARE, COMPARE

Directions:

1. Select a product such as shampoo, tooth paste, detergent, jeans, etc.
2. Complete the chart below. Determine the best buy.
3. Discuss results in class.

PRODUCT ______________________________

FACTOR	Brand 1	Brand 2	Brand 3	Brand 4	Brand 5
Cost					
Net Weights					
Size					
Defects					
Color					
Fit					
Other					

Note: Not all factors may apply to the product you chose. Add others as needed.

AGENCIES THAT PROTECT THE CONSUMER

Consumers who use products that turn out to be unsafe can take their complaints to several agencies of the Federal government. The consumer does have a strong and active voice in setting product standards. Below you will find the names of six agencies that work in the interest of your safety. The descriptions that follow tell what the responsibilities of each agency are. (Match responsibilities to agency by letter.)

____ Food and Drug Administration (FDA)

____ Federal Trade Commission (FTC)

____ Office of Consumer Affairs

____ U.S. Consumer Product Safety Commission (CPSC)

____ Occupational Safety and Health Administration (OSHA)

____ National Highway Traffic Safety Administration (NHTSA)

A. Enforces laws that protect the consumer from false advertising. Also requires labeling on various products.

B. Coordinates inquiries and complaints about high prices, poor quality, and safety of products.

C. Protects the public against unreasonable risks of injury associated with over 10,000 consumer products, develops safety standards for consumer products, and researches causes and means of prevention of product-related deaths, illnesses and injuries. Administers the Consumer Product Safety Act, Federal Hazardous Substances Act, the Flammable Fabrics Act, the Poison Prevention Packaging Act, and the Refrigerator Safety Act.

D. Writes and enforces safety standards for automobiles, trucks, buses, recreational vehicles, motorcycles, mopeds, and all related accessory equipment.

E. Has responsibility for safety and health in workplaces with one or more employees.

F. Enforces laws insuring the purity and safety of foods, drugs, and cosmetics, and the truthful, informative labeling of such products. Also enforces radiation safety standards for products such as X-ray equipment, color television, sunlamps, and microwave ovens.

If you have a complaint about the safety of a consumer product, or if you have sustained a product-related injury, you can call the U.S. Consumer Product Safety Commission anytime, from anywhere in the continental United States. Your voice counts. You can help us make consumer products safer.

CPSC's toll free number: 800-638-2666.

To the teacher:

Key: Y A B C E D

The addresses and telephone numbers of the six agencies described on the activity master are included for your reference.

U.S. Consumer Product Safety Commission
Washington, D.C. 20207
800-638-2666

Federal Trade Commission
6th and Pennsylvania Ave.,N.W.
Washington, D.C. 20580
202-962-0151

Food and Drug Administration
Department of Health, and
Human Services
5600 Fishers Lane
Rockville, Maryland 20852
301-443-3170

Occupational Safety and Health
Administration
Department of Labor
200 Constitution Ave., N.W.
Washington, D.C. 20210
202-523-8151

National Highway Traffic
Safety Administration
Department of Transportation
400 7th Street S.W.
Washington, D.C. 20590
202-426-9550

Office of Consumer Affairs
Executive Office Building
17th and Pennsylvania Ave. N.W.
Washington, D.C. 20201
202-245-6093

The Consumer Product Safety Commission was established by the Consumer Product Safety Act of 1972. CPSC's goal is to reduce or eliminate unreasonable risks of those injuries associated with consumer products in or around the home, schools, and recreational areas throughout the United States. The CPSC may issue consumer product safety standards or rules declaring that products are banned hazardous products. In some cases, where it is found that a product presents a substantial product hazard, CPSC may direct the manufacturer either to repair, replace, or refund the purchase price of the product. The Commission monitors over 10,000 consumer products--from architectural glass, stairs, and power tools to stoves, ladders, and lawnmowers. The following products generally are exempted from the Commission's authority: foods, drugs, cosmetics, medical devices, motor vehicles, boats, airplanes, firearms, alcohol, tobacco and tobacco products, and pesticides.

CPSC also has authority under the following acts passed by the United States Congress:

The Flammable Fabrics Act, which prohibits the manufacture or movement in interstate commerce of fabrics or articles of clothing that are so highly flammable they are dangerous when used or worn.

Federal Hazardous Substances Act, which provides for banning substances found to be hazardous and which requires that toxic, corrosive, flammable, or combustible substances mush be properly and sonspicuously labeled as such and bear the word "warning," "danger," "caution," or "keep out of reach of children.'

Refrigerator Safety Act, which makes it unlawful for any person to manufacture or transport in interstate commerce any household refrigerator unless it is equipped with a standard device enabling the door to be opened from the inside.

Poison Prevention Packaging Act, which porvides for special packaging to protect children from serious injury or illness resulting from handling, using, or ingesting household substances.

Source: Door to Home Safety. U.S. Product Safety Commission.

Supplement 4.11
CONSUMER EDUCATION
Responsibility
(simulation)

GO TO PIECES

Directions:

1. Write a letter to an imaginary company concerning a faulty product.
2. Give the letter to another student who will respond as the company representative.
3. The 2 students must resolve the complaints.

Examples to consider:

Jeans fell apart.

Tires blew out before warranty.

Hair color turned hair orange.

Genuine gold chain turned neck green.

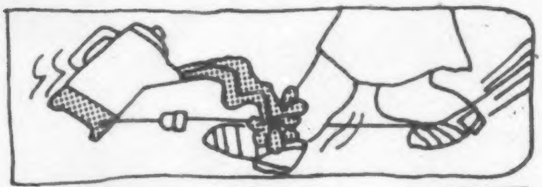
Tape not made by original group as was advertised.

Component parts "guaranteed" to fit all stereos did not work.

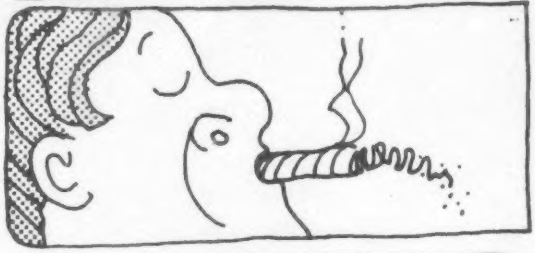
Supplement 4.11
CONSUMER EDUCATION
Responsibility

Whose Fault?

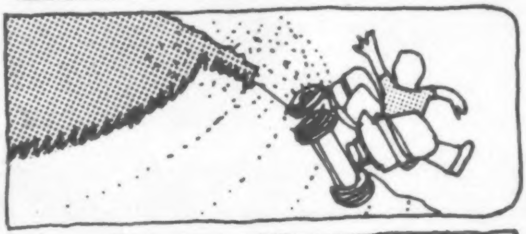
Circle the answer you think is most true.



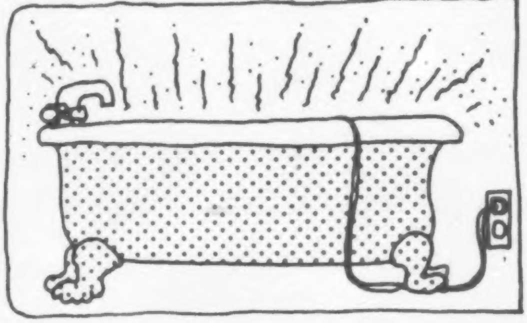
1. Joan tripped over the extension cord on the coffee pot, and the pot tipped over, spilling coffee on her leg. She suffered second degree burns.
   a.) Pots should be designed not to tip.
   b.) The pot should have been closer to an outlet.
   c.) Joan should have watched where she was going.



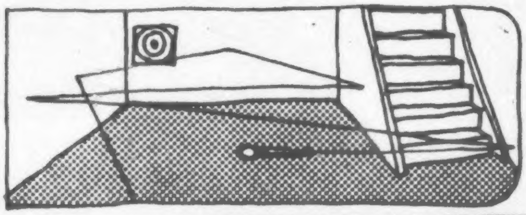
2. Larry dozed off while smoking and dropped the cigarette between the cushion and the arm of the sofa. Smoke and toxic gas hospitalized him.
   a.) Furniture should be upholstered with flame-retardant material.
   b.) People should not smoke on upholstered couches.
   c.) Larry should have put out his cigarette before he got drowsy.



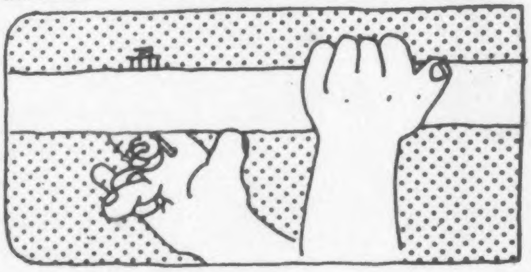
3. Jim was mowing a steep lawn on a riding mower. Suddenly, the mower tipped over and Jim rolled with it. The mower housing landed on his left leg, cutting it so badly it had to be amputated.
   a.) The mower wasn't properly designed.
   b.) Riding mowers aren't safe on steep lawns.
   c.) Jim probably wasn't keeping the mower at a safe angle on the slope.



4. Fourteen-year-old Chris locked the door of the bathroom while he was taking a bath. When he didn't answer her, his frightened mother called the police. They found that Chris had been electrocuted by the plugged-in hairdryer that was found beside him in the tub.
   a.) The dryer should have been well enough insulated to be safely submerged in water.
   b.) Electrical outlets shouldn't be placed near tubs.
   c.) Chris should have waited until he got out of the tub to dry his hair.



5. Ten-year-old Steve was playing detective with his BB pistol in the basement. A BB ricocheted off the wall and hit his friend Paul in the eye.
   a.) The pistol should have been designed to fire the BB with less velocity.
   b.) BB pistols shouldn't be fired in the basement.
   c.) His friend should have been standing out of the way.



6. Six-year-old Molly caught her hand in the S-hook of the swing when she crawled hand-over-hand along the top bar of the swing set.
   a.) The manufacturer should have realized that children would climb along the top and not have left any sharp places.
   b.) Molly shouldn't have played along the top of the equipment.
   c.) Molly's sitter should have been watching her more carefully.

For the teacher:

There are no right and wrong answers. However, answer A holds the manufacturer responsible; answer B, the place; answer C, the consumer.

Give yourself a 1 for each A answer.
2 for each B answer.
3 for each C answer.

Add the points. The higher the score, the more responsibility the student assigns the consumer.

Further information about questions:

1. There are about 4000 injuries a year associated with extension cords. Many of these are to children who receive mouth-burn injuries from chewing or sucking partially joined extension and appliance cords.

2. There are thousands of burn injuries each year in which upholstered furniture is involved.

3. There are approximately 62,000 power mower injuries treated in hospital emergency rooms each year; about 20,000 of the injured are young people under the age of 10. (A point of interest and concern: a rotary mower blade reaches speeds of up to 200 mph and can hurl objects 50 feet or more.)

4. Each year hundreds of people, many of them children, are killed by electrocution.

5. Each year approximately 4,400 children suffer eye injuries caused by projectile toys and other projectile items such as BB guns, dart guns, and bow and arrow sets. Many of these injuries are severe enough to cause blindness.

6. More than 100,000 playground injuries occur every year.

Source: Door to Home Safety. U.S. Product Safety Commission.

Evaluating An Injury

Supplement 4.11
CONSUMER EDUCATION
Responsibility

You, as a consumer, can shop carefully for items you believe to be safe; you can use them carefully in as safe an environment as possible; you can maintain and repair them if they need it. But if a product accident happens and you or someone you know is hurt, what can you do about it after you are patched up and feel better?

Here are two situations in which a product accident occurred. *Select one of the situations* and imagine that you are the person injured. After reading the situation carefully, complete the activity by answering the questions that follow.

---

1. You have saved your allowance and extra change for four months to buy a super-special skateboard. It costs you $27.95. You used the skateboard for one week on the driveways and sidewalks on your block with no problems. After school on Tuesday of the second week, as you were skating down a steep hill by the fence, one of the wheel screws came loose and the wheel came off. You fell headlong into the fence, scraping and bruising your face, and fracturing your wrist. You were in the hospital for two days.

2. You were lying on the bed doing your homework and drying your hair as you read. You fell asleep without turning off the hairdryer. It overheated, shorted-out, and caught the blanket on fire, burning your face, arm, and neck before you woke. Luckily, you were able to put the burning blanket out, but you required a doctor's care. You feel the dryer should have had a safety device that automatically turned it off when it became too hot.

1) Does the product involve some necessary risk? (For example a knife must be sharp to cut well, so the user must accept that risk when using a knife.) ☐ Yes ☐ No What was the risk? ____________

2) Is the product so hazardous that it shouldn't be sold or that extra warnings should be added to the product label or package? ☐ Yes ☐ No
How should the warnings read? ____________

3) Was the product defective? ☐ Yes ☐ No If so, how? ____________

4) Rate the product design by checking *good* or *poor* after each of these safety features. (If a feature doesn't apply, draw a line through the box.)

Mechanical Safety: All moving parts work well and are labeled if needed; no sharp edges; guards where necessary. ☐ good ☐ poor

Stability: The product is well balanced and will not tip over easily. ☐ good ☐ poor

Electrical Safety: The product is well designed to prevent fire or shock; grounded, insulated, heat-resistant wiring. ☐ good ☐ poor

Appropriate Materials: Materials are appropriate to the intended use and are designed to minimize risk of injury. ☐ good ☐ poor

Thermal Safety: The product is flame-resistant with insulated and guarded heating elements. ☐ good ☐ poor

Chemical Safety: The product has no toxic parts and is properly labeled. ☐ good ☐ poor

Note to teacher: Use this and the next Supplement, Voicing a Complaint, together.

Ask students to take particular note of the six criteria of safety concern as they complete Evaluating an Injury: mechnanical, chemical, electrical, and thermal safety, stability, and appropriate materials.

Discuss differences in analyses made by students. How many felt the user was responsible for the accident? How many, the product?

Voicing A Complaint helps students formulate ideas into a complaint. Discuss other complaint-related actions consumers might take to seek redress: Among them are these steps:

1. Whenever you purchase an item, keep any instruction booklets or warranties and file them permanently in a convenient place.
2. Follow all use and care directions that come with the product.
3. If you return a purchase to the store where you bought it, take labels, purchase receipts, and warranties with you.
4. When you write to the manufacturer or to a consumer protection agency, obtain the correct address (ask your teacher or librarian for help).
5. Keep a copy of the letter you write.
6. When mentioning an item, give its brand name, model number, size, color, and any other identifying information you can.
7. Include your name, address, zip code, and telephone number with any correspondence you send.

Source: Door to Home Safety. U.S. Product Safety Commission.

Voicing A Complaint

Supplement 4.11
CONSUMER EDUCATION
Responsibility

If you have had a product-related injury, and you believe the product is unsafe, the Consumer Product Safety Commission hopes you will report it to them, or to any appropriate agency listed in Supplements.

Go back to Evaluating an Injury and select the situation you didn't choose before. Assume that you were the one in the accident and fill in the blanks of the letter below. If you or someone in your family has really been hurt in an actual product-related accident, use those circumstances in the letter instead. (Your teacher can give you the correct address.)

Attention: Product Safety Complaints

____
(Name of Agency)
____
(Street Address)
____
(City, State, and Zip Code)

____
(today's date)

Dear Sir or Madam:

On ______________________________ (Day, Date, and Year), I was injured when I used ______________________________ (Name of Product)

These were the circumstances of my injury: ______________________________

____

____

I do not believe the injury was my fault. I would like to see these changes made in the design of the product, or these words put on the label: ______________________________

____

I will appreciate a reply to this letter at your earliest convenience. I hope my reporting this accident will help prevent it happening to others.

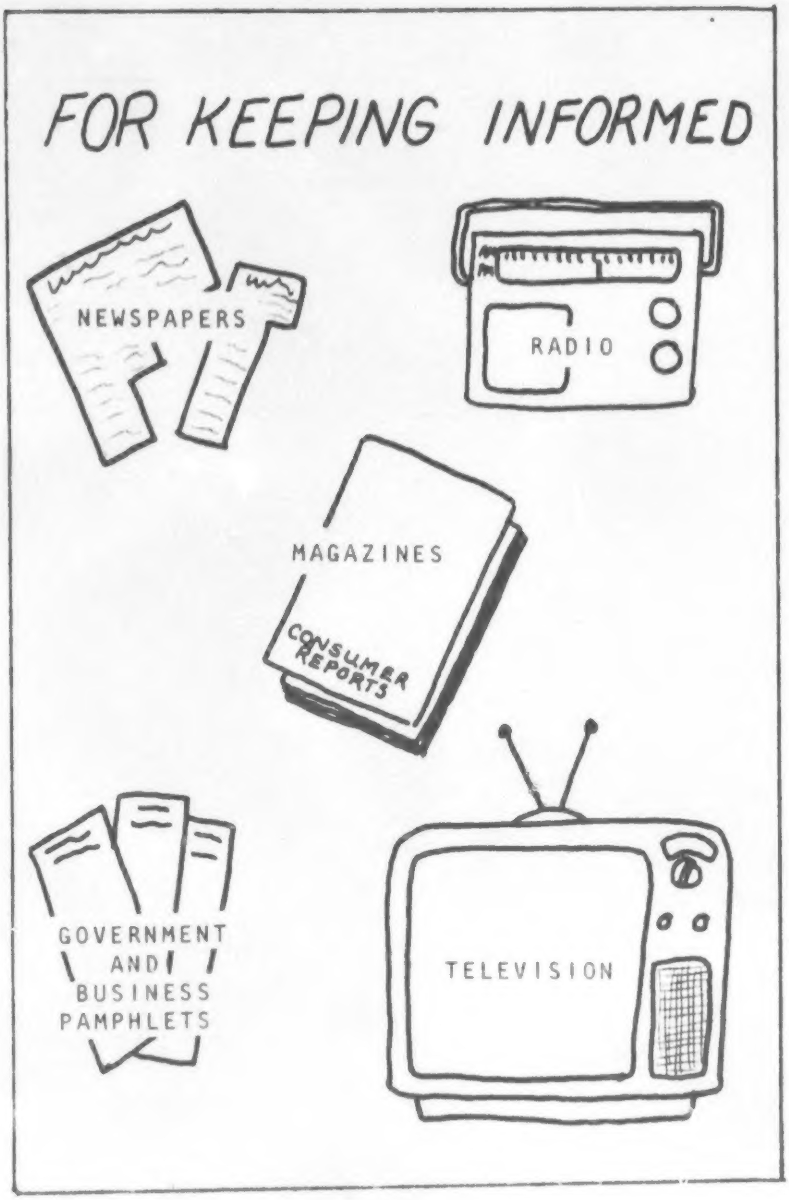
Sincerely,

____
(Your Name)

Source: Door to Home Safety. U.S. Product Safety Commission.

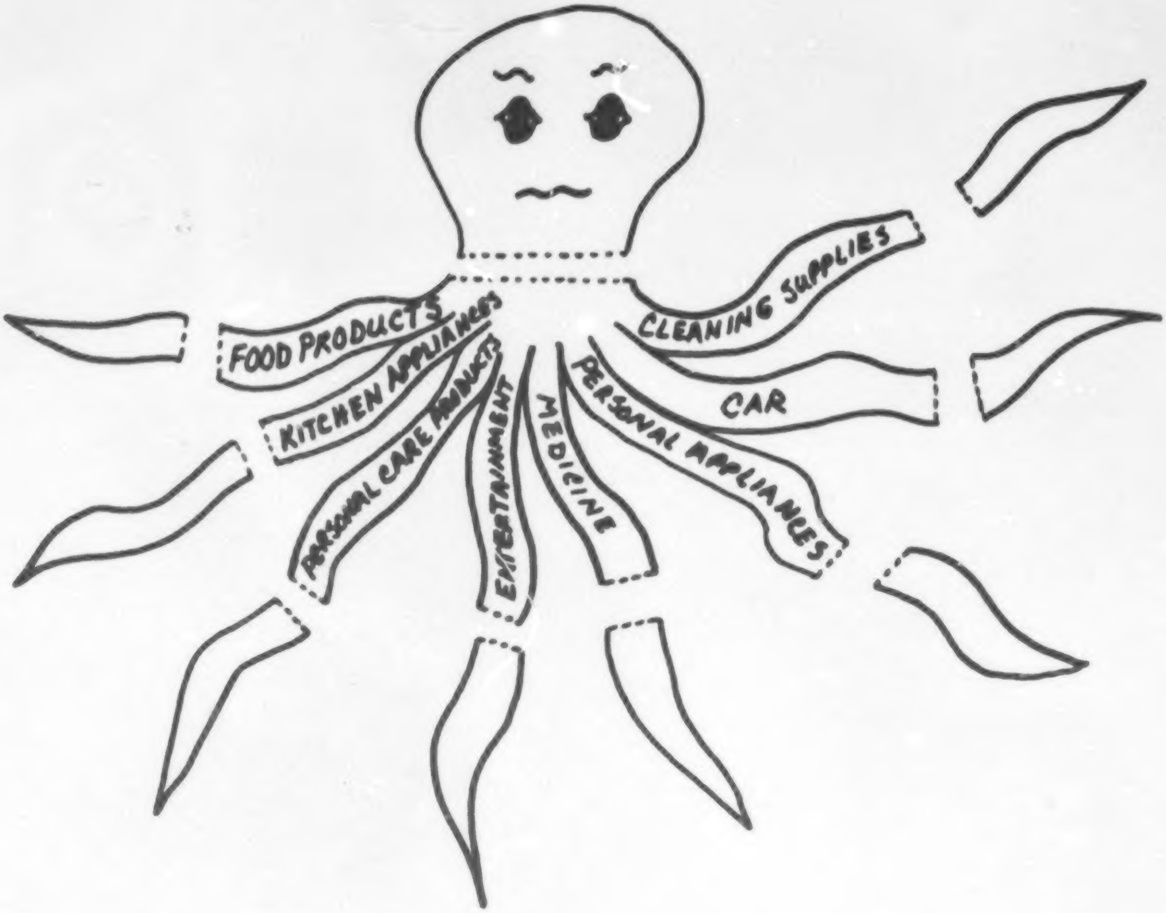
Supplement 4.11
CONSUMER EDUCATION
Responsibility
(bulletin board)

STEPS TOWARD RESPONSIBILITY


FOR KEEPING INFORMED
NEWSPAPERS
RADIO
MAGAZINES
CONSUMER REPORTS
GOVERNMENT AND BUSINESS PAMPHLETS
TELEVISION

Supplement 4.21
CONSUMER EDUCATION
Responsibility
(handout/bulletin board)

LOOSE ENDS, PULL IT TOGETHER


FOOD PRODUCTS
KITCHEN APPLIANCES
PERSONAL CARE PRODUCTS
ENTERTAINMENT
MEDICINE
PERSONAL APPLIANCES
CAR
CLEANING SUPPLIES

Prepare a student handout and/or bulletin board. The student will write his/her responsible behavior for each product listed on the tentacle of the octopus. At the end of the activity, share responses with other class members. A general responsible behavior or a few agreed upon behaviors can be posted on each tentacle for the bulletin board.

Supplement 4.21
CONSUMER EDUCATION
Responsibility

Getting Personal

Sometimes a *good product* in the *right place* is used in an unsafe manner. Fill in the blanks with as many of the items from column B as apply. (Some items may be used more than once.)

Column A

1. Write down at least two activities in which long loose sleeves are dangerous.

______

______

______

2. Think of at least two dangerous practices when using a power mower.

______

______

______

3. Name at least two dangerous practices that involve cleaning supplies.

______

______

______

4. List at least two dangerous hazards with electrical cords.

______

______

______

5. Write at least two dangerous things that can happen in the bathroom.

______

______

Column B

Going barefoot.

Running cord under a rug.

Slipping in tub that has no friction surface.

Cooking over the stove.

Smoking.

Plugging too many cords into one outlet.

Using electrical appliances near water.

Using power tools.

Clearing clogged grass from discharge chute while motor is running.

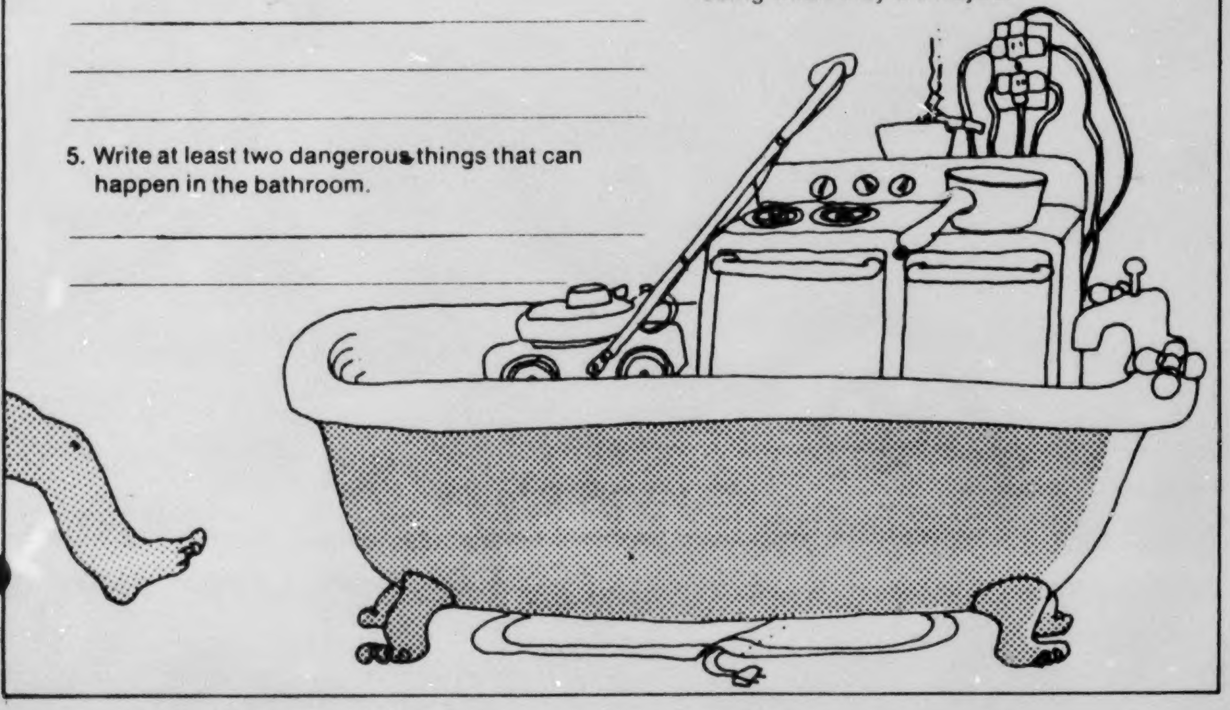
Storing flammables near heat.

Insufficient current for requirement of appliance.

Running over debris.

Leaving within reach of children.

Using when they are frayed.



Key:

1. Cooking over stove.
   Using power tools.
   Clearing clogged grass.

2. Going barefoot.
   Smoking. Clearing clogged grass.
   Running over debris.

3. Smoking.
   Storing flammables near heat.
   Leaving within reach of children.

4. Cord under rug.
   Too many cords in outlet.
   Appliances near water.
   Not enough current.
   Frayed cords.

5. Slipping in tub.
   Too many cords.
   Appliances near water.

Here are some rules to avoid misuse of products:

1. Avoid the improper mixing or two or more products. For example, chlorine bleach and ammonia should not be mixed together or with any other household chemicals.

2. Haste in using a product can cause accidents.

3. Lack of maintenance invites trouble. Watch for loose stair rails and broken electric plugs. Warning signs such as electric sparks, flickering lights and gas odors should not be ignored.

4. Improper storage can create dangerous conditions. Keep flammable liquids and other hazardous products in original containers, well sealed, identified, and away from young children.

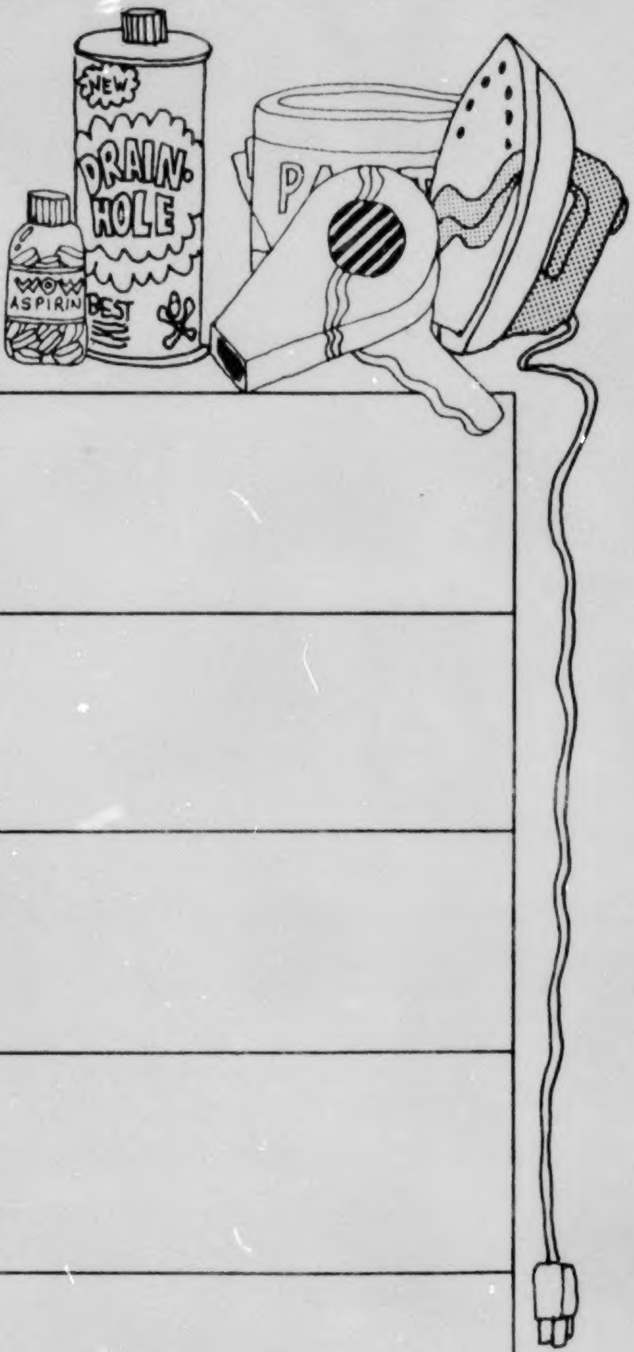
Source: Door to Home Safety. U.S. Product Safety Commission.

Supplement 4.21
CONSUMER EDUCATION
Responsibility

HOME SAFETY

Choose one product from the list of things below, and in the spaces provided, answer each question as thoughtfully as you can, applying the principles of product safety to selection, use, storage, maintenance, and disposal.

- drain cleaner
- paint
- electric iron
- sliding glass door
- bottle of aspirin
- power lawn mower
- hair dryer
- bicycle



SELECTION: What safety features would you look for before you buy?	
USE: Who in your family might be likely to use the product and under what conditions?	
STORAGE: Where and how would you safely store the item?	
MAINTENANCE: What would you have to do to maintain it properly?	
DISPOSAL: Where and how would you dispose of it when the product no longer had any use?	

Source: Door to Home Safety. U.S. Product Safety Commission.

LEGAL OR NOT--DO YOU KNOW?

Directions: Answer the questions with the case studies below. Determine whether the person acted in a legally responsible way. After deciding, research each type of situation to find out whether your conclusion was correct or not.

Sarah

Sarah at 17 was from a well-to-do family who were well-respected in the community. Sarah was known at school as the best dressed girl in the junior class. Because she wanted to keep up her image, Sarah began charging clothing items at various clothing and department stores in the area without her parent's knowledge; using a credit card she "borrowed" from her mom's purse.

When the bills began to come in, who was responsible for payment? Did Sarah act in a legally responsible way?

Jim

Jim, a sophmore in high school, always wanted to be part of the crowd. Regardless of how he tried, he was never completely accepted by his peers. It amazed Jim when a popular group of boys started to include him in their activities. One afternoon they were at the shopping mall and were walking into a record store. As they entered the store, one of the other boys told Jim that if he was really one of the "guys" he would take one of the record albums, and they would all go home and listen to it. Since Jim was holding the packages, he thought it would be easy to do. Everything was going fine until a plain clothes policeman stopped Jim at the door.

Did Jim act in a legally responsible way? What will happen now? What are the legal responsibilities?

Steve

Steve joined a record club and ordered the required number of tapes. Steve decided to withdraw from the club and sent written notice that he was dropping the club. The company continued to send tapes and charging Steve.

Did Steve act in a legally responsible way? Who was at fault? What are Steve's legal alternatives?

Juan

Juan thumbed through the catalog. There were so many things he wanted. At 15 he was too young to get a job so his funds were limited. "I'll worry about that later," he thought. "Maybe by the time the things come I will get some money." He filled in the order blank. Ninty-five dollars didn't seem like too much. Several weeks later when the items arrived, much to his parents surprise, Juan had no more money than before.

Did Juan act in a legally responsible way? Who is responsible for paying for or returning the items? Can the company hold a minor legally responsible?

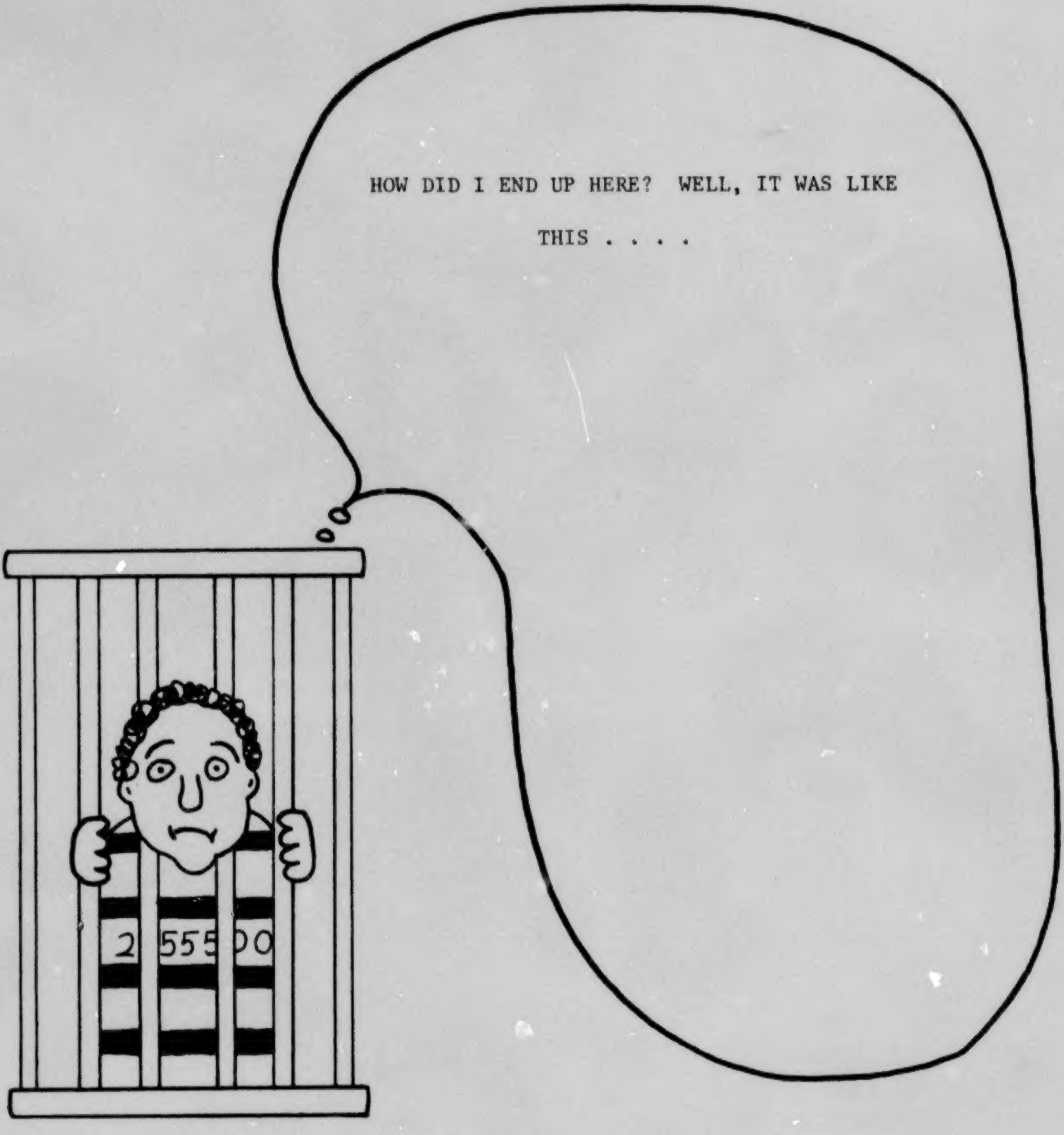
Pete's Family

Pete's family has been getting a lot of packages lately. They decided some time ago that if they ordered things they wanted from the catalog and used Pete's name, they could not be made to pay since Pete was under 18.

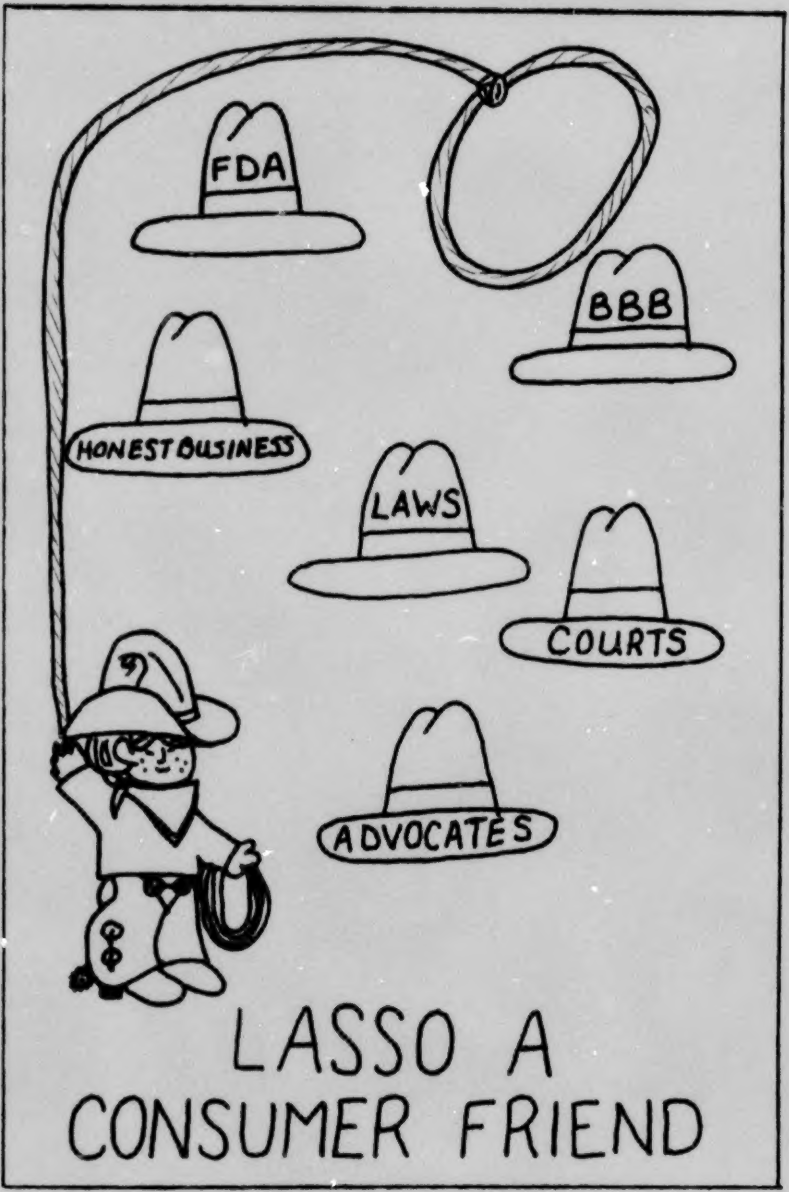
Who is responsible for these debts? Did Pete's family act in a legally responsible way? What will happen when the company starts demanding their money?

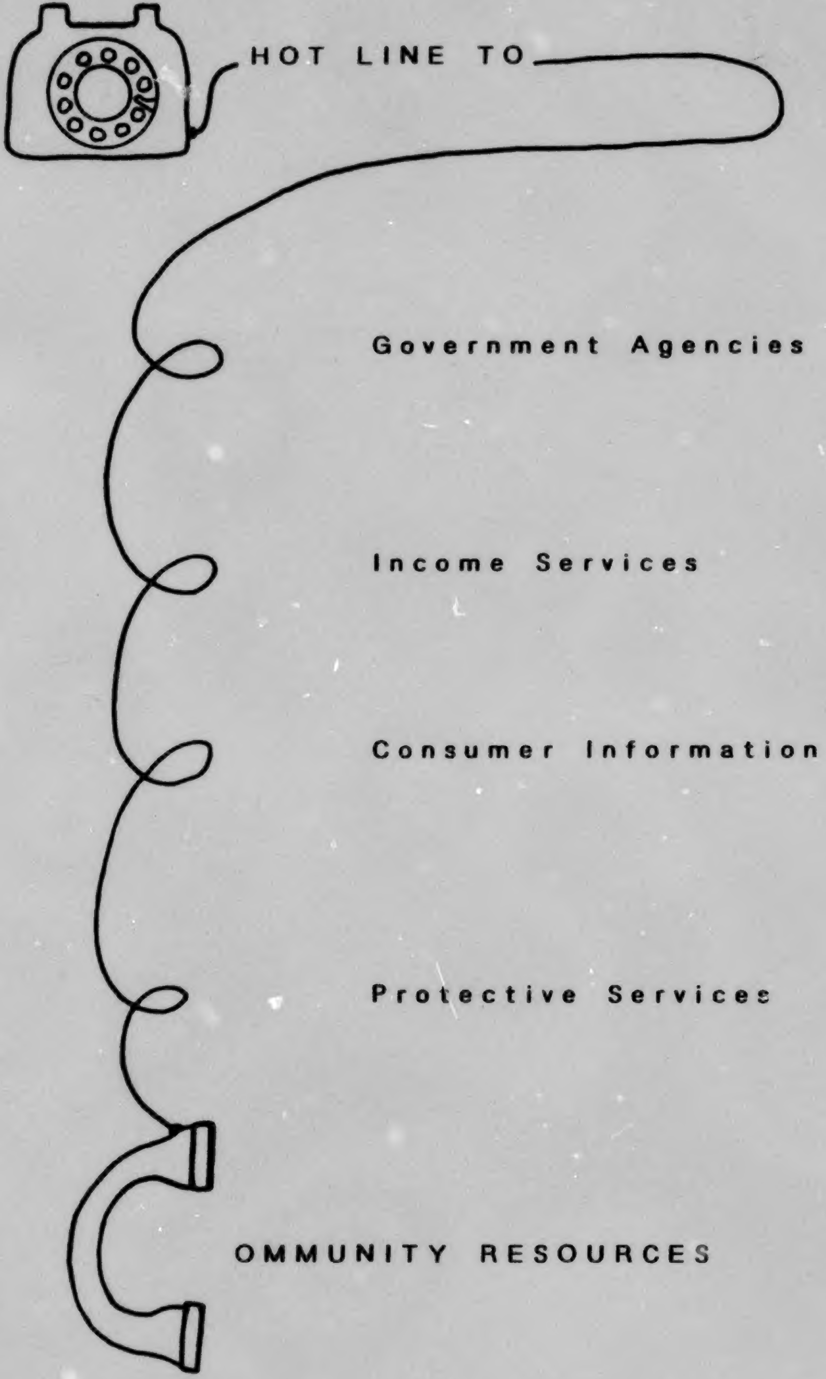
Supplement 4.41
CONSUMER EDUCATION
Coping/Surviving

SHOPLIFTING SAM


HOW DID I END UP HERE? WELL, IT WAS LIKE THIS . . . .
2 555 00

STEPS TO LEADERSHIP

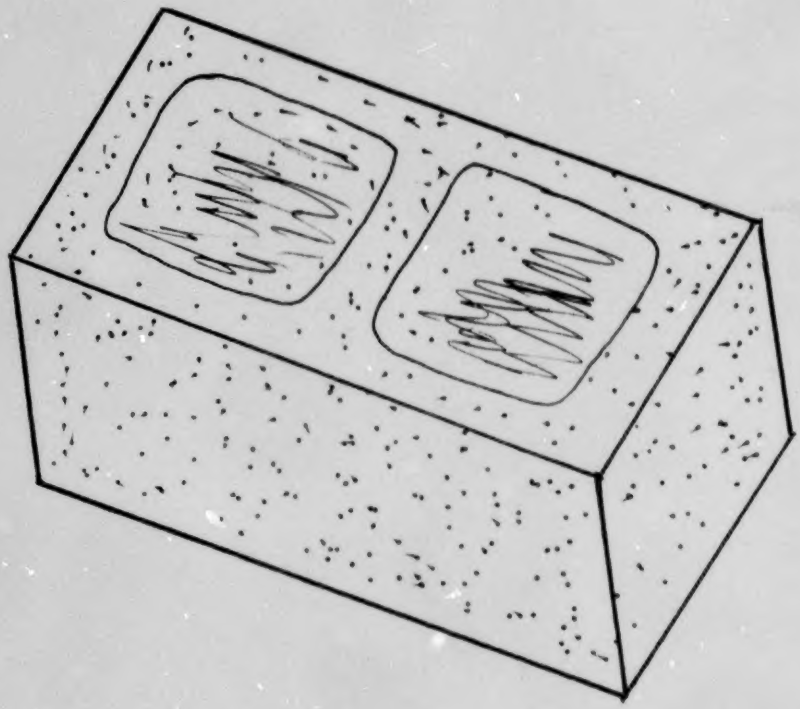

FDA
BBB
HONEST BUSINESS
LAWS
COURTS
ADVOCATES
LASSO A
CONSUMER FRIEND


HOT LINE TO
Government Agencies
Income Services
Consumer Information
Protective Services
OMMUNITY RESOURCES

Supplement 5.11
CONSUMER EDUCATION
Recycling
(transparency/display/
bulletin board)

WHAT WOULD YOU DO WITH IT?

You have stumbled across the hard gray object shown below. You don't know what it is, but you are sure that it has a good use. After you lug it home, your mother greets you with--"What are you going to do with that?" You say....



Note to teacher:

This experience can be done with any recyclable item. Try to use something unusual and thought provoking. You could also use more than one item. Try to set up your display or bulletin board when no one is around. Encourage discussion about what could be done to change or extend use of the item. Oter items:

cinder block
bricks (broken)
glass jar
popsicle sticks
paper towel roll
empty egg carton
empty popcan
old newspapers or sacks
empty bleach bottle

RECYCLING--STEPS TO SAVING

TRASH

OR

TREASURE??

USE IT UP

FEASIBILITY

Directions: Consider each item carefully and complete the chart accordingly.

Item	Process of Recycling	Cost	Efficiency	Desirability
1. Skirt too long				
2. Worn out jeans				
3. Soft drink cans				
4. Newspaper				
5. Glass				
6. Leftover food				
7. Large bag of leaves				
8. Upholstered footstool				
9. Worn pillows or cushions				
10. Stained flower pot				
11. Paper milk cartons				
12. Litter, mixed				
13. Junk metal in car parts				
14. Toys				
15. Fabric scraps				
16.				
17.				

Which items do you think it is feasible to recycle? Why?

CONSUMER OR PROSUMER?

Once upon a time families produced nearly everything they consumed. What they ate and wore and where they lived depended mostly on what they were ableto produce. Wealthy families had other people who helped produce the goods and services they consumed. People who worked for these wealthy families depended on them for their own food, shelter, and clothing.

When trading began to flourish, people began consuming more things that were produced by other people. The consumer movement thus began, with people beginning to specialize in what they produced. The industrial revolution brought about a great increase in consumerism. People began working away from home, so they had to buy more goods and services for their own use. Factories began producing many goods that had once been produced at home.

The factory system led to the growth of huge cities. People had to live near the factories where they worked. Other factories supplied additional goods workers needed. As cities became bigger and more crowded, food had to be shipped from a greater distance. People who work away from home had less time to produce services for themselves, as well as less time to produce goods. They ate out more. They began sending the laundry out. Children went to day care centers and schools.

When women began working away from home in larger numbers, the consumer movement grew even more. Families bought more and more convenience foods and ate out more. They bought more of the clothing they wore. Perhaps one reason families became such complete consumers was that men often thought it was not their place to do work in the home.

The 1960's marked a time when one service came back home: the laundry. It used to be that many families sent their laundry and drycleaning out. When the automatic washing machine and dryer became common household equipment, most families began doing their own laundry again. Many families went to the laundromat instead of buying their own equipment, but the result was the same. They did the work themselves. This movement was aided by the development of fabrics that took little or no ironing.

There have been many other things developed that make home production easier. The do-it-yourselfer never completely faded away, buy today stores stock many aids that help people produce for themselves.

Today the pendulum is swinging back so that more prople are starting to produce more of what they consume. This trend is expected to grow. In fact, it has led to a new word: prosumer. A prosumer is one who produces for his or her own consumption.

There are several reasons why the prosumer movement is likely to grow.

1. Inflation has made it hard for families to spend so much on goods and services. So they will do more things for themselves.
2. Many people like the satisfaction of being more independent by doing it themselves.

3. It is often hard to get other people who will perform the services you need when you need them done. When all the adults in a family work away from home, they usually still have to clean house. It is hard to find people now who will clean your house for you.

4. Men are starting to get used to the idea of doing some of the household jobs. As more males take home economics in school, they also learn how to do more things at home. Thus, there will be more people in the home able and willing to be prosumers.

5. Our present production and marketing system uses a lot of nonrenewable energy. Goods may get shipped across the world and back as they are produced. They are again shipped many miles to get them distributed to people who will buy them. People are starting to look at ways the amount of energy this takes can be reduced. One way is to do more of the work yourself or get things produced locally.

6. People have started moving away from big cities. This gives a little more space for home production. Buy many people still travel some distance to get to their work. This means that travel time reduces the amount of time they have to produce at home.

   The trend toward decentralization will help. That means that factories and other work places will be scattered out more rather than being mostly in big cities. As this trend grows, people will be able to live closer to their work.

7. The computer can let more people do their work at home. More and more, work has to do with information. Information can be processed on a computer at home so that many people will not even have to leave their home (at least very often) in order to do their job.

   When people are home more, they can more easily produce more of their own goods and services. Work for pay and work for home production may both be going on at one time.

8. The number of older people is growing. They are living longer today. In fact, by the mid 1980's, there will be more people over 55 than there are in the school-age population. After people retire, they will have more time for home production. More generations are likely to be living in the same household, so there will often be more adults to share the work.

9. When there are adults home more, children will have more chance to learn how to do things. They will also become prosumers. In fact, the electronic age may provide young people a chance to share in the work more and be a part of things more than has been the case in recent years.

Supplement 5.31
CONSUMER EDUCATION
Prosumer

BUY IT OR MAKE IT?

NAME OF ITEM	Cost Ready Made	HOMEMADE COST	Difference in Cost and Quality
		materials time Total	
		materials time Total	
		materials time Total	
		materials time Total	
		materials time Total	

*Note: To figure cost of time, multiply hours by minimum wage.

Discussion Questions:

1. Under what circumstances would it be best to purchase ready made or to make at home products?
2. Was there a difference between the two in quality? Did this matter to you?
3. How much satisfaction do you get in buying each? in making each?

IS IT WORTH IT?

Directions: Brainstorm in your class about ways families can produce goods and services for themselves. Fill inthe chart below with the ideas you have showing who in the family might be the producer and what skills, equipment or time is required. Answer the questions below.

Family member who produces goods or services.	Goods or services produced	Skills, equipment and/or time required.
EXAMPLE		
Father	car repairs	knowledge of mechanics tools spare time - varies

1. How can family needs be met without using money?

2. Tell what factors are involved in deciding whether to produce the goods or services yourselves or to pay someone else to produce them.

3. Suggest ways jobs could be shared or traded so that everyone's needs are met.

Supplement 5.32
CONSUMER EDUCATION
Prosumer
(case study)

THE BUYERS FAMILY

"Our money never seems to go far enough. Why can't we get ahead of these bills?" Mr. Buyer was muttering to himself as he was going over the family expense figures the accountant had given him. "I will barely have enough to pay the accountant, get a new oil filter put on my car and have the lawn mowed," he moaned.

Cash Buyer seemed not to notice as he busily went over plans for his week. This was to be the week of his last Boy Scout camp before tenth grade. "I'll take my clothes to the laundry, get my shoes shined at the shoe shop and buy some cookies to take along when I go down town this morning," he thought. "I hate to show in Dad's dirty car, so I'll get that washed too."

Fancy Buyer, at 15, had no time for money worries. She was too concerned about what to wear to the school dance Satruday. She was working up nerve to ask for an allowance advance to buy the $75.00 skirt she had seen in the window at Alex's Dress Shop. She would also need to get her hair done and get a manicure if she was to look as she wanted to look.

Pam Buyer surveyed the scene with concern as she went over the meal plan for the week. What would happen if this family missed just one paycheck? The thought seemed scary. She made a mental note to talk with the children about spending less. "Let's see," she thought. Monday the kids have meetings so we can can all eat out at Joe's Pizza and Spaghetti House. Tuesday I will be busy playing golf at the club, so we will have steaks. They are quick to fix. Wednesday is Fancy's birthday. I must remember to order a cake from the bakery.

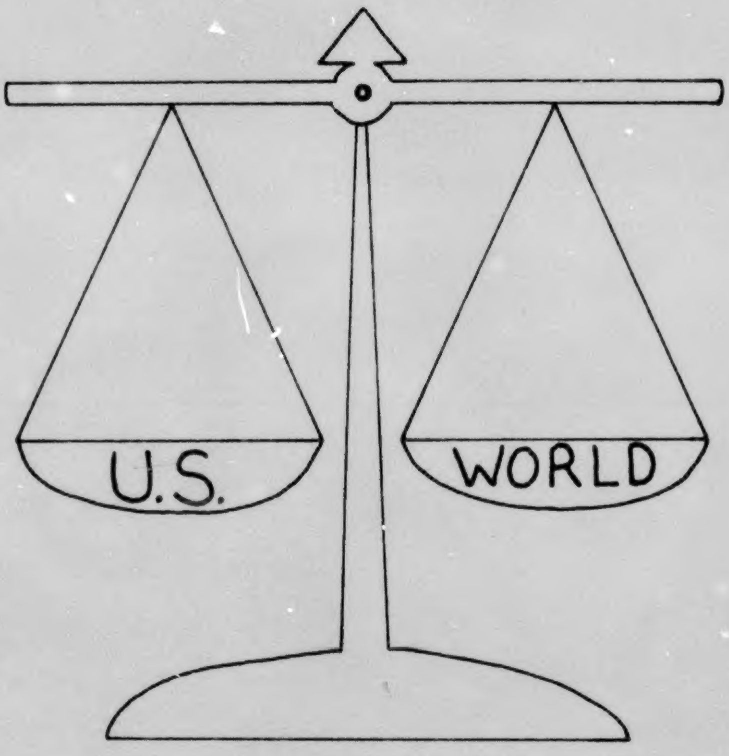
The scene shifts to the local garage later that day. Mr. Buyer is complaining to a friend that things are so high that he has trouble keeping within his budget. "We had that trouble for a long time" his friend said. "However, about a year ago we sat down at home and took a hard look at what we were paying for and what we could really do for ourselves. Seems like our money goes a lot further now.

969

Supplement 5.41
CONSUMER EDUCATION
World Influences

STEPS TO UNDERSTANDING WORLD INFLUENCES

ON THE PRICE OF U.S. GOODS



Supplement 5.51
CONSUMER EDUCATION
Coping/Surviving
(Simulation)

HOW MUCH CAN I BUY?

Teacher Preparation: Display a number of goods (or their facsimilies) teens usually buy with their allowance. (Examples: grooming supplies, records, snacks, gum, fast food, games, sporting goods, etc.) Have three sets of price tags for each item, with the second and third sets showing a price increase over the one before. Use the current interest rate to figure price increases. Use different qualities of some items so students could choose a cheaper brand if they wished. Tell each student that they can "spend" $20.00 buying the items of their choice.

Playing:
Round 1: Place the prices on items from set no. 1. "Buy" goods of your choice using the $20.00 you have to spend by making a list of your choices and totaling the cost.

Round 2: Place the higher prices on items from set no. 2. "Buy" items using $20.00 the same as before.

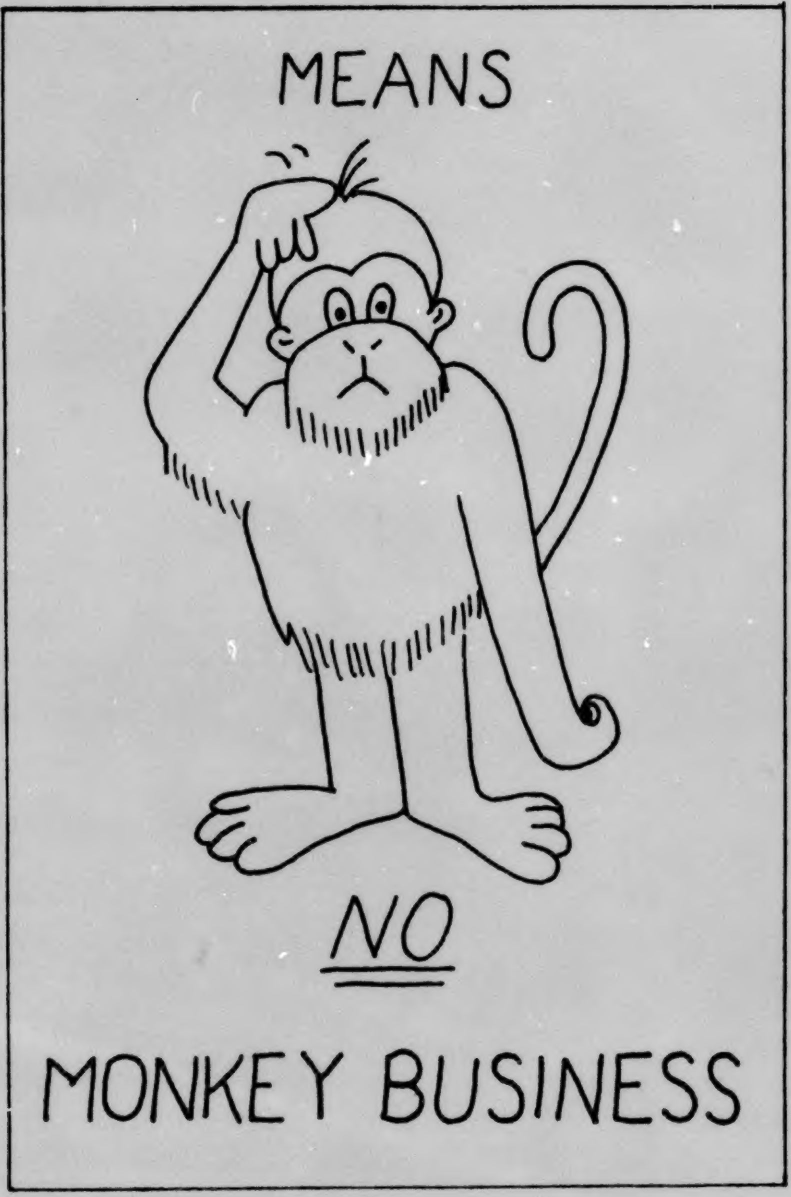
Discuss:
1. What changes did you have to make since inflation had made prices higher?
2. Why did you make each change?
3. What kinds of adjustments do teens and families have to make when income does not increase at the same rate as inflation?

Round 3: Place the third highest set of prices on the goods. Repeat "buying" as before.

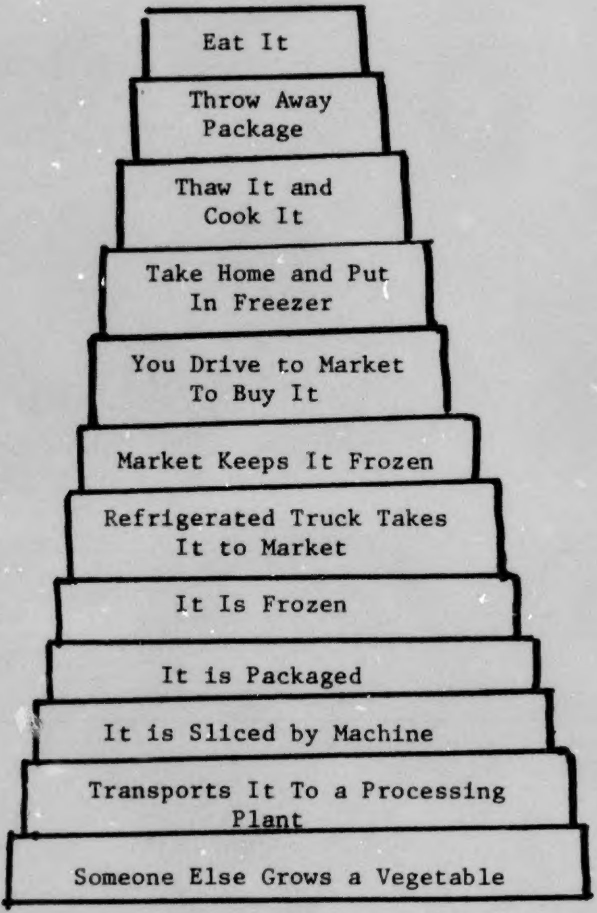
Discuss:
1. What additional adjustments did you have to make in what you bought?
2. Were you satisfied with what you were able to buy?
3. What tips have you learned about what you will need to do about inflation?

Supplement 5.61
CONSUMER EDUCATION
Energy Concerns

STEPS TO CONSERVING ENERGY


MEANS
NO
MONKEY BUSINESS

PRODUCTION TOWER


Eat It
Throw Away Package
Thaw It and Cook It
Take Home and Put In Freezer
You Drive to Market To Buy It
Market Keeps It Frozen
Refrigerated Truck Takes It to Market
It Is Frozen
It is Packaged
It is Sliced by Machine
Transports It To a Processing Plant
Someone Else Grows a Vegetable

Twelve steps in a production system for food are listed above for a frozen vegetable. Which steps could be eliminated to save energy?

Adapted from: Energy Management Strategies for Colorado Home Economics Teachers, Colorado State Board of Education.

Supplement 5.61
CONSUMER EDUCATION
Energy Concerns

HIDDEN ENERGY USERS

Directions to teacher: On 3" x 5" cards write a product name or service that uses energy sources for its production and/or delivery. A master list for each product could be compiled if desired.

Classroom directions: Break into small groups and choose from a hat a card showing a good or service. Using this card, list energy use from beginning up to the time it reaches the consumer.

Report your findings to the class and discuss reasons for differences in energy used.

Sample Cards:

California lettuce
Florida orange
Ford Escort
Loaf of bread
Jeans
Shrimp
Bath towel
Candy bar
Leather shoes
Strawberries
Gold chain necklace
Coffee
Steak
Ice cream
Cassette tape
TV repair
Telephone
Newspaper
Water
Others

Supplement 5.61
CONSUMER EDUCATION
Energy Concerns
(worksheet)

RATE THE WATTAGE

Let's see how much you know about how much energy is consumed by the electrical appliances found in your home. Do you know the approximate wattage of the following appliances?

Rate the following appliances according to: High wattage - over 1000 watts, Medium wattage - 300 to 1000 watts, or Low wattage - under 300 watts.

APPLIANCE	HIGH	MEDIUM	LOW
Electric Blanket			
Blender			
Can Opener			
Carving Knife			
Clock			
Clothes Dryer			
Clothes Washer			
Dehumidifier			
Dishwasher			
Fry Pan			
Hair Dryer			
Iron			
Microwave Oven			
Radio			
Slow Cooker			
Television			
Vacuum Cleaner			
Waste Disposer			

Source:
As the Consumer World Turns. Ohio University. Developed by Judy Matthews.

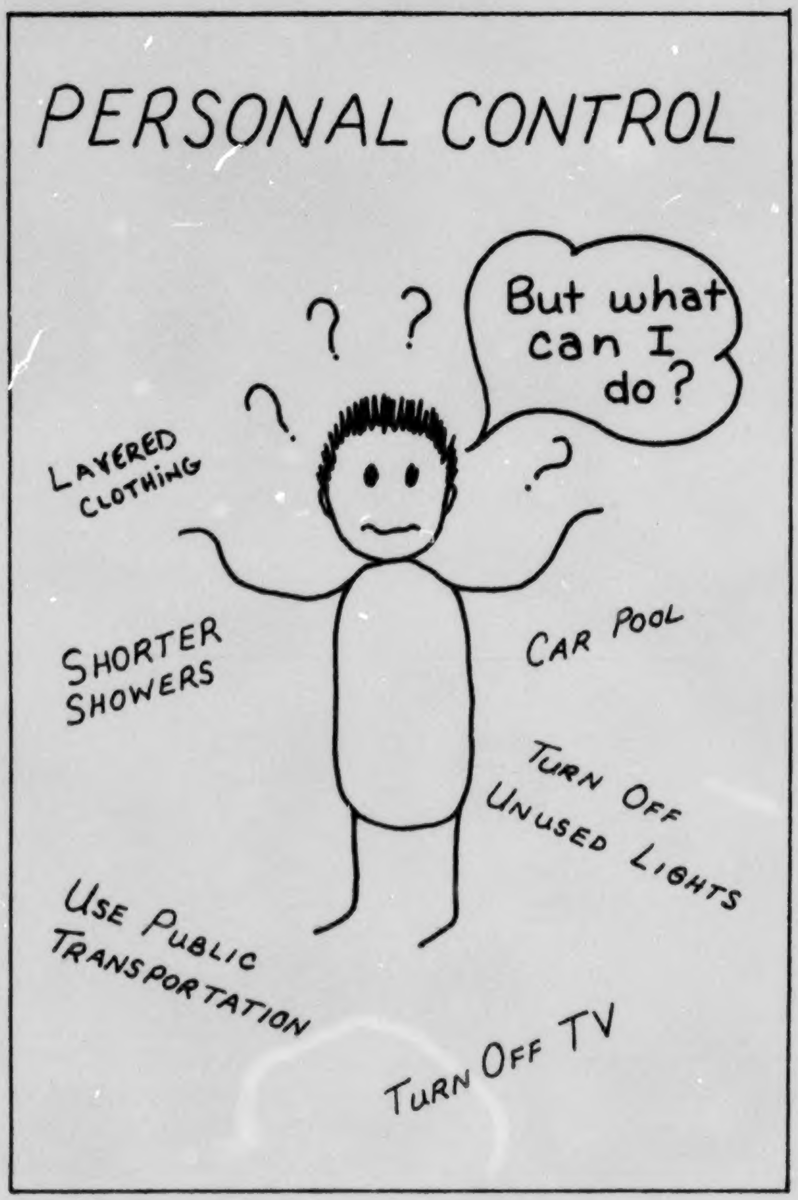
Key

APPLIANCE	HIGH	MEDIUM	LOW
Electric Blanket			175 W
Blender			300 W
Can Opener			100 W
Carving Knife			90 W
Clock			2 W
Clothes Dryer	4850 W		
Clothes Washer		(automatic) 510 W	
Dehumidifier			260 W
Dishwasher	1200 W		
Fry Pan	1200 W		
Hair Dryer		1000 W	
Iron	1100 W		
Microwave Oven	(older models) 1500 W	(newer models) 800 W	
Radio			70 W
Slow Cooker			150 W High 75 W Low
Television			145 W
Vacuum Cleaner		630 W	
Waste Disposer		445 W	

*Adapted from materials developed by Columbus and Southern Ohio Electric Company. As the Consumer World Turns.

Supplement 5.71
CONSUMER EDUCATION
Energy Concerns

STEPS TO CONSERVING ENERGY


PERSONAL CONTROL
But what can I do?
? ? ? ?
LAYERED CLOTHING
SHORTER SHOWERS
CAR POOL
TURN OFF UNUSED LIGHTS
USE PUBLIC TRANSPORTATION
TURN OFF TV

Supplement 5.71
CONSUMER EDUCATION
Energy Concerns

ENERGY CASE STUDIES

Situation 1

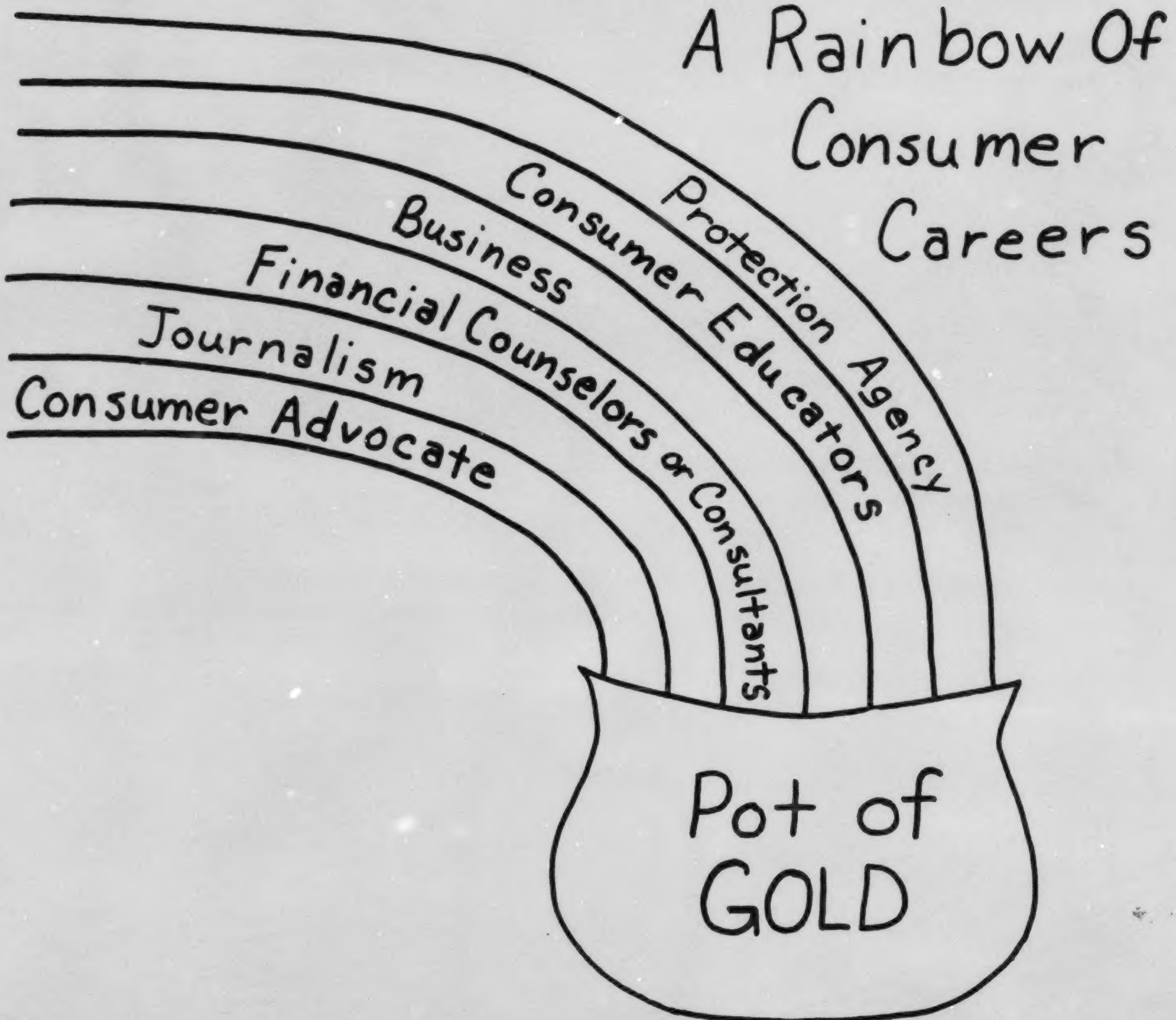
The coach is trying to decide whether it will be cheaper to transport the football team by bus or private cars. The bus can carry all fifty people who will go and their equipment. It can go 4 miles on one gallon of gas. A car can take 5 people and their equipment 24 miles on one gallon of gas. Which will be cheaper?

Situation 2

You live two miles from the football field. You will need to get back and forth for after school practice. What alternatives do you have for transportation? Which will cost you or your parents the least amount of money?

Situation 3

The basketball team has an away game coming up at a school that is 24 miles from your school. The team and the coaches number 25 people and all need to go. The school bus has a capacity of 50 people and gets 4 miles per gallon of gasoline. If they choose to go in cars, each car will carry 5 people and will get 24 miles per gallon of gasoline. Which mode of transportation will get the team to the game using the least amount of energy?


A Rainbow Of Consumer Careers
Protection Agency
Consumer Educators
Business
Financial Counselors or Consultants
Journalism
Consumer Advocate
Pot of GOLD

ce-78

Supplement 6.11
CONSUMER EDUCATION
Careers
(bulletin board)

CONSUMER CAREERS SWAP

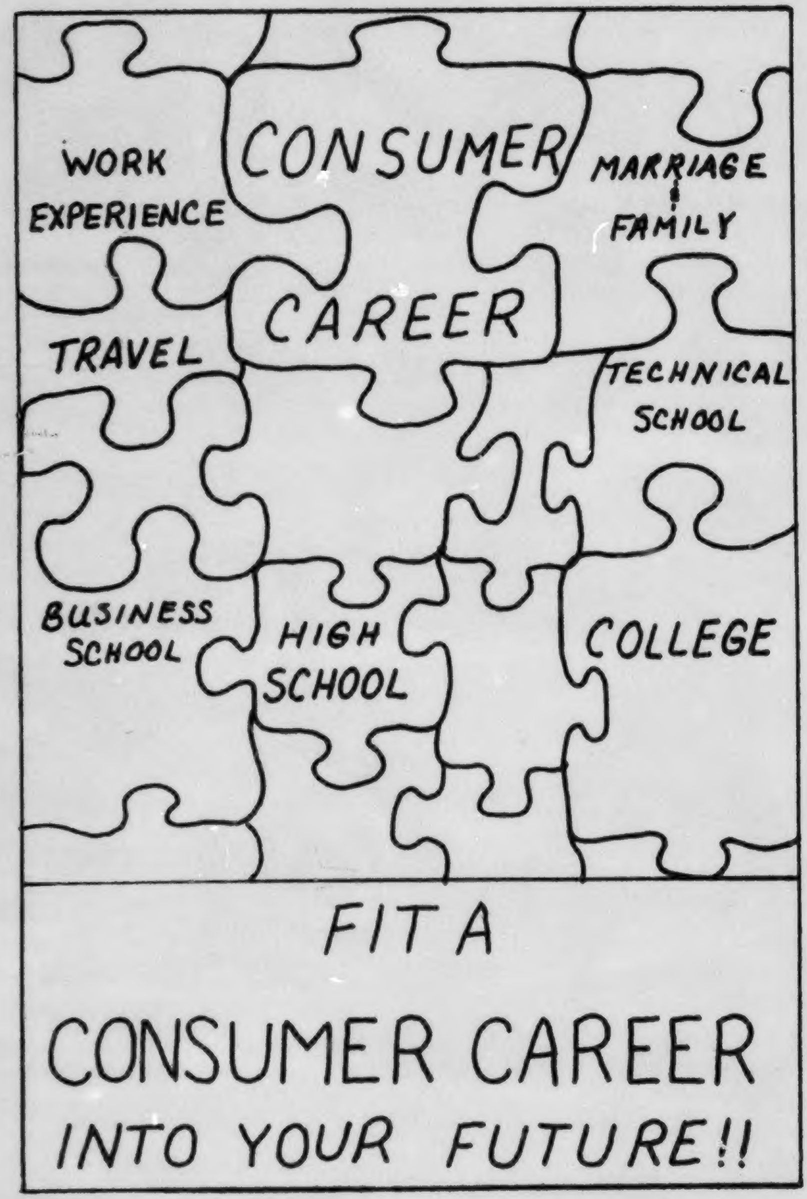
Directions for making cards: Make a deck of cards by placing pictures (or names if pictures are not available) of careers in the area of consumerism on individual cards. There should be a pair of cards for each career. Make one card labelled "Consumer Dropout."

Playing directions: Cards are dealt out among 3 or 4 players. The player lays down any matches found in his/her hand. The player then selects a card he/she wishes to trade. At the dealer's signal, the players swap cards. This continues until one player has all of his/her cards played and is not holding the "Consumer Dropout" card.

Possible Careers to be placed on cards:

Public relations specialist
Loan officer
Manager
Public health inspector
Product tester
Consumer education specialist
Advertising
Customer relations
Public advocates
Consumer affairs officers
Consumer complaint columnist
Marketing specialist
Economist
Lawyer
Consumer protection specialist
Better Business Bureau representative
New product developer

STEPS TO A CAREER


WORK EXPERIENCE
CONSUMER
MARRIAGE & FAMILY
CAREER
TRAVEL
TECHNICAL SCHOOL
BUSINESS SCHOOL
HIGH SCHOOL
COLLEGE
FIT A
CONSUMER CAREER
INTO YOUR FUTURE!!

IS IT FOR ME?

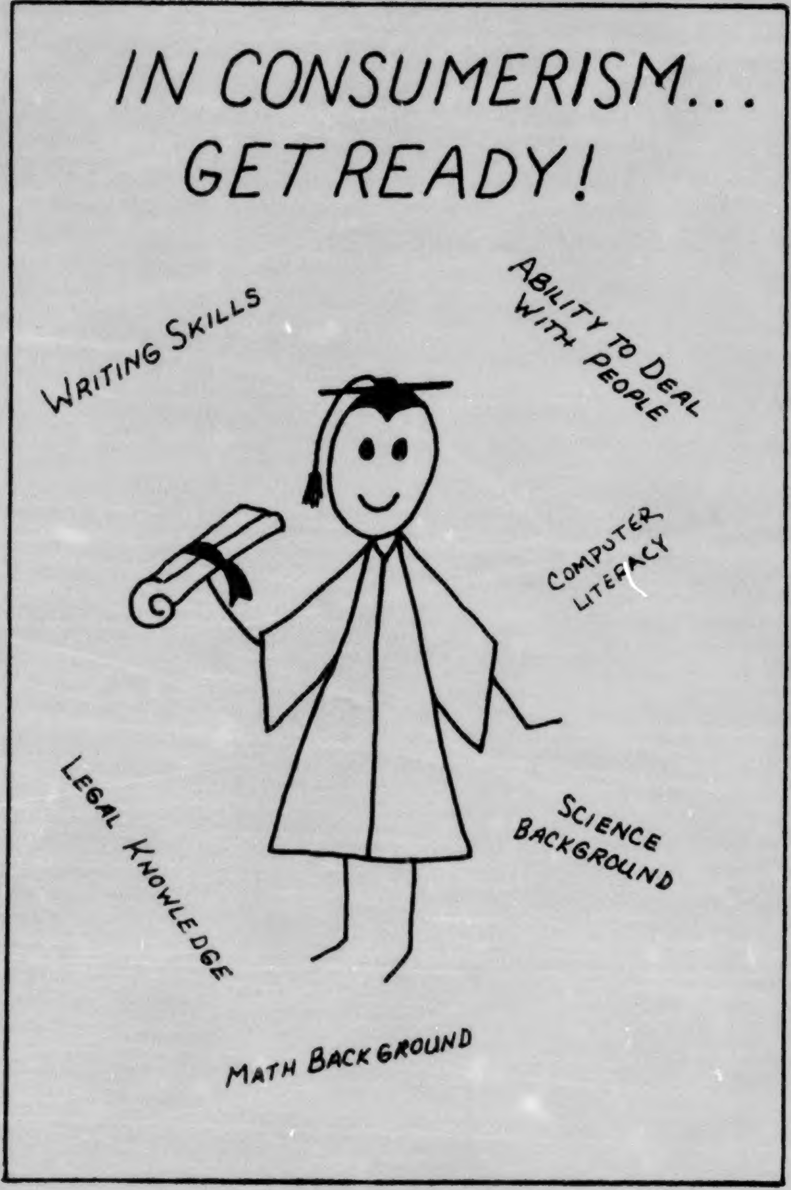
Directions: List several ideas for teenage entrepreneurship in the left hand column. Evaluate each by filling out the chart. Decide if a business such as this would possible (feasible) in your community.

ENTREPRENEURSHIP IDEA	SPECIAL SKILLS NEEDED	WOULD IT SELL?	SPECIAL PROBLEMS	IS IT FEASIBLE?
Personal Shopper				
Do Grocery shopping for people				
Independent Insurance Agent				
Keep household accounts, pay bills, do shopping				
Investment Counselor				

Others

Supplement 6.31
CONSUMER EDUCATION
Entrepreneurship

STEPS TO A CAREER


IN CONSUMERISM...
GET READY!
WRITING SKILLS
ABILITY TO DEAL WITH PEOPLE
COMPUTER LITERACY
LEGAL KNOWLEDGE
SCIENCE BACKGROUND
MATH BACKGROUND

STEPS

SURVIVING TODAY'S EXPERIENCES AND PROBLEMS

SUCCESSFULLY

CHILD DEVELOPMENT

CHILD DEVELOPMENT

This unit emphasizes the responsibility that teenagers have toward children, how children develop, and how to care for and provide growth opportunities for children. Suggestions are given for actual involvement with children through care of younger brothers and sisters, baby sitting, or group settings.

The focus of the unit is on children in general--not those the teenager might have now or in the future. Since some students in the class may already be parents, certain lessons have been developed that particularly relate. For example, research indicates a cause of child abuse by teenage parents is lack of understanding the development of the child. One lesson, therefore, includes determining whether or not certain expectations people have for children at different ages are reasonable. Another lesson concerns the influence teenagers have on children--as a role model as well as in their relationships with the chidlren.

Overall, the thrust of the unit encourages students to appreciate chidlren, to view them as people, and to recognize the influence of experiences on the child's development. It also includes specifics about responsibility for the safety of children as well as the care of children. A number of activities related to play and the value of different types of toys are incorporated.

The Coping/Surviving, Leadership Qualities, and Energy Concerns concepts in this unit take two strands: one strand is from the child's point of view; the other strand relates to the student in the class.

Ideas for FHA Chapter activities and Extended Learnings in the home and community are listed at the end of the unit. Modules from HOME for STEPS that relate to the unit are listed within the unit as well as with Extended Learnings. Supplements are in the latter part of the unit.

CONCEPT CHART

CHILD DEVELOPMENT

			Lesson Topic
1.0	**CHILDREN AND YOU**		
1.10	Appreciation	1.11	Reasons/ways to show appreciation
1.20	Teenage Influence	1.21	How teenagers influence children
2.0	**DEVELOPMENT OF CHILDREN**		
2.10	Development	2.11	Sequence of development
		2.12	Reasonable expectations based on development
2.20	Human Relationships	2.21	Social development/significant others
2.30	Self-image	2.31	Childhood experiences and self-image
		2.32	Effect of significant others
2.40	Responsibility	2.41	How children learn responsibility
2.50	Play and Development	2.51	Play - types of development
		2.52	What type of development play activities aid
2.60	Coping/Surviving	2.61	How children cope
		2.62	Helping children cope
2.70	Recycling	2.71	Devise toy or game using recycling
2.80	World Influence	2.81	Effect of world situations on children
2.90	Energy Concerns	2.91	Teaching children to save energy
2.110	Leadership	2.111	Helping children lead
2.120	Leadership	2.121	Teenage use leadership skills in solving problems related to development of children
3.0	**CARE OF CHILDREN**		
3.10	Responsibility	3.11	Plan, organize, carry out care giving activity
		3.12	Describe a routine
3.20	Energy Concerns	3.21	Save non-renewable energy in care of children
3.30	Responsibility	3.31	Safety hazards and precautions
3.40	Coping/Surviving	3.41	Coping strategies to use with problems
3.50	Leadership	3.51	Plan and lead play activity
4.0	**CAREER AWARENESS**		
4.10	Careers	4.11	Identify careers
4.20	Entrepreneurship	4.21	Feasibility of self-employment

Unit: CHILD DEVELOPMENT **Concept** : CHILDREN AND YOU - Appreciation

Competency 1.10 The learner will identify positive contributions of younger children.

Learner Outcome 1.11 The learner will list reasons to appreciate younger children and ways of showing appreciation.

Activities	Resource Materials
Discuss your view of children then take part in an Itemized Response (IR is a technique in which 3 positive statements must be made before 1 negative statement is given). List reasons to appreciate younger children.	
Design a "Kid For Rent" T-shirt showing the good qualities of younger children. Cut T-shirt shape from newspaper and write your ad on the newspaper or design a card for a younger child using Love Is... as a basis for your card. Ideas might be obtained from newspapers and magazines.	
Collect pictures from magazines or actual photographs to be used with the bulletin board STEPS To Appreciation for Smaller Accomplishments. Discuss the question--Are these accomplishments really smaller?	Supplement 1.11. STEPS To Appreciation for Smaller Accomplishments.
Complete the Supplement 1.11, How Do You Show Appreciation?, telling how you would show appreciation for a younger child.	Supplement 1.11. How Do You Show Appreciation?
Use the case studies in Me, Understanding Myself And Others in buzz groups to discuss advantages and disadvantages of sibling position in the family.	Riker. Me, Understanding Myself and Others. pp. 177-190.
Complete the bulletin board with pictures and/or words to tell how to show appreciation to a child.	Supplement 1.11. STEPS To Appreciation: Show Little Johnny or Johnna Appreciation.

Unit: CHILD DEVELOPMENT **Concept** : CHILDREN AND YOU - Teenage Influence

Competency 1.20 The learner will identify ways teenagers influence small children.

Learner Outcome 1.21 Given situations involving teenagers and children, the learner will predict the effects on children.

Activities	**Resource Materials**
Role play situations involving teenagers and children and discuss the effects on the children.	Supplement 1.21. Teenagers Influence Children.
Share happenings or feelings you had toward teenagers (brothers/sisters, other relatives, neighbors, babysitters) when you were a child. How did they affect you?	
Discuss reasons why children admire and try to be like teenagers. What good and bad paths does this lead to? What things do teenagers sometimes do that damage children (instill fears, bully them, have no time for, tease in harmful way, etc.). Why do they do this?	
Read Supplement 1.21 and discuss negative effects on children of having teenage parents. Discuss what teenagers and other people can do to soften these effects in cases where teenagers are already parents.	Supplement 1.21. When Mom Or Dad Is A Kid.

Unit: CHILD DEVELOPMENT **Concept:** DEVELOPMENT OF CHILDREN - Development

Competency 2.10 The learner will relate the developmental level of children to the expectations of other people.

Learner Outcome 2.11 The learner will explain the sequence of development of children.

Activities	**Resource Materials**
Discuss what children can do at different ages. Think of someone you know (a younger brother or sister, friend's child, etc.) between the ages of 0-5 years. Give their age and describe what they are able to do developmentally. Also recall things you did or thought if you can. Compare your findings with your classmates.	
Working in groups, choose one phase of development: physical, intellectual, emotional, or social. Develop a chart outlining the changes which take place in the first 5 years of a child's life. Report findings to the class.	McGinley. People: Caring, Deciding, Growing. pp. 27-58. Westlake. Parenting and Children. pp. 93-101, 112-121, 127-142, 145-160, 164-178, 181-198. Chamberlain et al. Teen Guide. pp. 116-126. Foster et al. Creative Living. pp. 105-112 Hildebrand. Parenting and Teaching Young Children. pp. 117-138, 203-230.
Complete worksheet, What Comes Next?, by putting the developmental steps in the correct order. After completion of the worksheet, discuss the meaning of a "typical" child.	Supplement 2.11. What Comes Next?
Working in small groups, play game, "Ages and Stages" to review.	Ozaydin. Forecast for Home Economics. Scholastic Magazine, December, 1981, pp. 38-40.

Unit: CHILD DEVELOPMENT **Concept** : DEVELOPMENT OF CHILDREN - Development

Competency 2.10 The learner will relate the developmental level of children to the expectations of other people.

Learner Outcome 2.12 Given situations involving development of children, the learner will determine whether or not expectations are reasonable.

Activities	**Resource Materials**
Read the situations in What to Expect and determine whether or not the developmental level of the child is sufficient to meet expectations.	Supplement 2.12. What to Expect.
Find out how child abuse may result when teenage parents (or other parents) do not know what a baby or young child is capable of doing. Have a speaker from Child Care Services or another agency that deals with child abuse, or get literature and prepare a report for the class. View transparencies and complete worksheets.	Woolfolk. Child Abuse and Neglect. Milliken.
Discuss how you might feel if you thought a baby or young child was being stubborn about doing something you demanded. How might the child feel if you demanded something he/she was not yet able to do?	

Unit: CHILD DEVELOPMENT **Concept:** DEVELOPMENT OF CHILDREN - Human Relationships

Competency 2.20 The learner will describe the effects of human relationships on the social growth of children.

Learner Outcome 2.21 The learner will explain the effect of relationships with significant others on the social development of children.

Activities	**Resource Materials**
Review what is meant by social development. Discuss what you think is meant by the phrase significant others. Who are the significant other people in your life? What separates them from the people who do not have an impact on you?	Chamberlain et al. Teen Guide. p. 132. McGinley. People: Caring, Deciding, Growing. pp. 51-52, 57.
Read or review at least two of the selections listed for more information on social development. Make a poster depicting the stages of social development or children from birth to 6 years of age. Illustrate with pictures from magazines or actual photographs. Discuss why other people are necessary to social development.	Foster et al. Creative Living. p. 109. Westlake. Parenting and Children. pp. 181-199. Hildebrand. Parenting and Teaching Young Children. pp. 124-129.
View the bulletin board and discuss how meeting the needs of children leads to social growth.	Supplement 2.21. STEPS To Better Relationships Through Social Growth.

Unit: CHILD DEVELOPMENT **Concept** : DEVELOPMENT OF CHILDREN - Self-Image

Competency 2.30 The learner will show the relationship between childhood experiences and self-image.

Learner Outcome 2.31 Given examples of childhood experiences, the learner will describe possible effects of each on the self-image of the child.

Activities	**Resource Materials**
View and discuss the meaning of the illustration on the bulletin board. List some different views this child might have of him/herself.	Supplement 2.31. Take STEPS To Improve Self-Image of the Younger Set.
Read to define self-image. Discuss with the class ways to build a positive self-image among children. Why is it desirable for children to view themselves in a positive way?	Foster et al. Creative Living. pp. 7-9. McGinley. People: Caring, Deciding, Growing. pp. 17-18.
In small groups, hold buzz sessions to record information on how childhood experiences have influenced the self-image. Discuss how your life would be different if certain childhood experiences had not happened.	
Using the Supplement, Image Makers, determine possible effects of childhood experience on the self-image of the child.	Supplement 2.31. Image Makers.

Unit: CHILD DEVELOPMENT **Concept:** DEVELOPMENT OF CHILDREN - Self-Image

Competency 2.30 The learner will show the relationship between childhood experiences and self-image.

Learner Outcome 2.32 Given situations involving significant others, the learner will state ways that a child's self-image can be enhanced.

Activities	**Resource Materials**
View the bulletin board, Take STEPS To Improve Self-Image and identify which situations enhance and which damage the self-image of the child.	Supplement 2.32. Take STEPS To Improve Self-Image: Children See Themselves Through the Eyes of Others.
Read the case studies, Good or Bad? and determine what influences have been exerted on the child by other people.	Supplement 2.32. Good or Bad?
Read to find out how families affect how one feels about oneself. Complete puzzle 3, "Siblings."	Foster et al. Creative Living. pp. 84-87. Cowan & Brinkley. A Family Is. pp. 44-49. Schmelzel. Family Relations and Parenting Puzzle Pack. Nasco, 1979, pp. 5-5A.
Read case studies and answer the questions. Discuss whether or not self-images were enhanced in each case.	Goodspeed & Smith. This Is the Life. pp. 150-151.
View transparencies and complete worksheets to determine what effects child abuse has on children. Why do people abuse children?	Woolfolk. Child Abuse and Neglect. Milliken.
Read the poem, "Parents' Creed." Make a bulletin board depicting experiences cited in the poem (example--pictures surrounding copy of the poem).	Westlake. Parenting and Children. p. 45.
Read one of the stories and complete the story with factors that show a positive influence on self-image.	Supplement 2.32. Unfinished Stories.

Unit: CHILD DEVELOPMENT **Concept** : DEVELOPMENT OF CHILDREN - Responsibility

Competency 2.40 The learner will identify ways children learn responsibility.

Learner Outcome 2.41 The learner will give examples of ways children learn responsibility.

Activities	**Resource Materials**
Discuss childhood memories of situations that led to accepting responsibilities when you were a young child.	
Working in groups, list responsibilities appropriate for different age levels: Infancy Preschool Toddler Grade School Discuss ideas with class.	Foster et al. Creative Living. pp. 85-87.
Dramatize ways teenagers can help children learn to accept responsibilities.	Supplement 2.41. Responsible Role Models.
Play the game You're a Good Kid. Then play the game with a child.	Supplement 2.41. You're a Good Kid.
View the filmstrip and discuss how children learn to assume some responsibilities for themselves.	CARING FOR PRESCHOOLERS. Filmstrip 2-Care and the Development of Self-Care Skills.

Unit: CHILD DEVELOPMENT **Concept** : DEVELOPMENT OF CHILDREN - Play and Development

Competency 2.50 The learner will explain the relationships between children's play and their development.

Learner Outcome 2.51 The learner will explain why play is an important part of a child's social, physical, emotional, and mental development.

Activities	Resource Materials
View filmstrip and discuss how play aids a child's development.	CARING FOR PRESCHOOLERS. Filmstrip 4-Play and Learning. Maclean Hunter (Butterick).
Read to find out the benefits of play. Discuss your findings with the class. Make a collage with pictures of children playing. Discuss what they might be learning through different types of play.	McGinley. People: Caring, Deciding, Growing. pp. 59-68. Cowan & Brinkley. A Family Is. pp. 108-111, 84-85. Hildebrand. Parenting and Teaching Young Children. pp. 192-195. Chamberlain et al. Teen Guide. pp. 132-134. The Importance of Play in Children. U.S. Government.
Read and discuss Stories on Values of Play.	Supplement 2.51. Stories on Values of Play.

Unit: CHILD DEVELOPMENT

Concept: DEVELOPMENT OF CHILDREN - Play and Development

Competency 2.50 The learner will explain the relationships between children's play and their development.

Learner Outcome 2.52 Given specific play activities, the learner will relate the activity to the type(s) of development to which they contribute.

Activities	**Resource Materials**
Look through magazines and catalogs for toys that would be challenging and stimulating to a child's development. Determine age level that toys can be used with. Write a brief summary of how toys would play a part in development.	
Determine the area of development and appropriate age level for each of the following activities for children. 1. Red Rover 2. Blocks 3. Peek-a-boo 4. Activity Box 5. Ball 6. Musical chairs 7. Lego Blocks 8. Dolls 9. Crayons 10. Puzzles 11. Tag 12. Cars/Trucks 13. Finger paints 14. Play house 15. Hide and Seek	
Do supplement 2.52, Growth and Development Worksheet.	Supplement 2.52. Growth and Development Worksheet.
Complete the puzzle, "Toy Chest".	Schmelzel. Child Development Puzzle Pack. Nasco, 1979, p. 7.
Assemble a booklet of games or activities or develop a game for children. Include the area of development, age level, title, and directions.	Hildebrand. Parenting and Teaching Young Children. pp. 195-199, 282-285.
Complete activities in HOME/STEPS module HD-43 and HD-13.	HOME/STEPS Module HD-43. Play and the Preschool Child. HOME/STEPS Module HD-13. Choosing Toys, Play Equipment, and Play Materials for Preschool Children.

Unit: CHILD DEVELOPMENT **Concept :** DEVELOPMENT OF CHILDREN - Coping/Surviving

Competency 2.60 The learner will identify childhood experiences that influence coping/surviving skills.

Learner Outcome 2.61 Given situations involving childhood experiences, the learner will identify the coping/surviving strategies used by children.

Activities	Resource Materials
Develop a list of experiences you would consider a crisis for a child. (Examples: Losing a favorite toy, losing a pet, losing a family member through death or divorce, moving, natural disaster.)	
Role play situations in the supplement showing different coping strategies children might use. Identify the type of strategies involved.	Supplement 2.61. How Kids Cope.
List personal examples of childhood experiences that had to be dealt with in some way. Try to recall what coping strategy you used? Was it a defense mechanism? What might you do now if faced with a similar situation?	
Discuss the bulletin board in relation to how the gradual broadening of experiences in a secure environment might provide a cushion for children. What might happen if children were protected from all setbacks? If they have too many too soon?	Supplement 2.61. Coping--STEPS To Surviving: Each Step is Built on Experience.

Unit: CHILD DEVELOPMENT **Concept** : DEVELOPMENT OF CHILDREN - Coping/Surviving

Competency 2.60 The learner will identify childhood experiences that influence coping/surviving skills.

Learner Outcome 2.62 Given situations involving problems children face, the learner will identify ways that teenagers and adults can help them learn to cope in positive ways.

Activities	**Resource Materials**
Listen to a guest speaker on childhood experiences and how they can affect the child's mental health, etc. Ask how other people can help children learn to cope.	
Compile a list of examples, in a booklet form, listing skills and describing how the skill can be developed positively.	
Read *Helping Children to Cope* and additional reading and role play things you (as a teenager) could do to help children cope with situations. Use situations in Supplement 2.61.	*When Parents Divorce*. U.S.Government. Supplement 2.62. *Helping Children Cope*. McGinley. *People: Caring, Deciding, Growing.* pp. 133-135. Supplement 2.61. *How Kids Cope*.
Complete HOME/STEPS Module HD-47.	HOME/STEPS Module HD-47. *Helping Children Cope With Fears*.

Unit: CHILD DEVELOPMENT **Concept** : DEVELOPMENT OF CHILDREN - Recycling

Competency 2.70 The learner will examine ways to made toys for children through recycling.

Learner Outcome 2.71 Given household objects and discarded toys, the learner will devise an educational and/or entertaining toy or game for children.

Activities	**Resource Materials**
View and discuss the bulletin board and then brainstorm for uses of the following items for toys for children. Give the age level and area of development the toy would encourage. Try to find 5 uses for each item. 1. milk carton 2. boxes of various sizes 3. tin cans 4. egg cartons 5. oatmeal box 6. plastic bottles 7. styrofoam trays 8. paper tubes (paper towel, toilet tissue) 9. wooden spoons	Supplement 2.71. Recycling . . . STEPS To Saving: Don't Throw It Away - Use It For Play!
Study the ideas in Supplement 2.71, Toys Found in Every House and discuss what children might learn from these.	Supplement 2.71. Toys Found in Every House.
View and discuss the transparencies of toys to make in HOME/STEPS module HD-13.	HOME/STEPS module HD-13. Choosing Toys, Play Equipment, and Play Materials for Preschool Children.
Using references as needed, make a toy suitable for a child from old or unused household items. "Show and Tell" to class. Explain procedure used in developing toy.	Hildebrand. Parenting and Teaching Young Children. pp. 286-287. Chamberlain et al. Teen Guide. p. 130. Inexpensive Toys: Fun in the Making. U.S.Government.
Complete HOME/STEPS Module HD-13.	HOME/STEPS Module HD-13. Choosing Toys, Play Equipment, and Play Materials for Preschool Children.

Unit: CHILD DEVELOPMENT **Concept** : DEVELOPMENT OF CHILDREN - World Influences

Competency 2.80 The learner will recognize world situations that could affect children.

Learner Outcome 2.81 The learner will explain how specific world situations could affect children.

Activities	**Resource Materials**
View the bulletin board and discuss additional situations that will have an effect on today's children.	Supplement 2.81. STEPS To Understanding World Influences: What Will Your Children Face?
Bring in current newspapers or magazine articles about: pollution, over-population, oil shortage, hunger, natural resources, inflation, unemployment, nuclear weapons. Discuss their effects on children and mount the articles around the bulletin board.	
Project how the situation(s) will be in 20 years and identify how it will affect children.	
Listen to the music It's A Small World. Ask any students in the class who have seen the exhibit at Disneyland or Disney World to describe their impressions. Discuss your view of the world in the future for children.	Disney. It's A Small World. (music)
Write an essay entitled, A Typical Day in the Year 2000. Include topics that relate to children.	

Unit: CHILD DEVELOPMENT **Concept** : DEVELOPMENT OF CHILDREN - Energy Concerns

Competency 2.90 The learner will show ways to develop energy conservation attitudes and actions in children.

Learner Outcome 2.91 The learner will illustrate ways energy saving techniques may be taught to children.

Activities	**Resource Materials**
Brainstorm ways to teach children to save energy rather than waste it. View the bulletin board to begin your discussion.	Supplement 2.91. STEPS To Conserving Energy Through Thoughtfulness.
Make puppets Windy and Lindy using one of the ideas in Energy Mizer Letter, "How To Make Mizer's Friends." Role play conserving energy by teaching small groups of children "Mizer's Song."	Energy Mizer Letter. Cooperative Extension Service, West Virginia University.
Role play, as elementary school children, in groups of 3 or 4, playing the game,"Mizer Says." When you get to move ahead, tell how you have saved energy. When you must move back, tell how you wasted energy. Discuss how you might use the idea to teach children.	
Divide into groups of four and brainstorm ideas for posters to be used in day-care centers and elementary schools to show energy conservation. Construct the best ideas and display in schools and centers. Present programs if possible or carry out other activities you have worked with (puppet how, songs, etc.).	

Unit: CHILD DEVELOPMENT **Concept :** DEVELOPMENT OF CHILDREN - Leadership Qualities

Competency 2.110 The learner will describe ways leadership qualities are developed in childhood.

Learner Outcome 2.111 Given a description of an activity, the learner will list the leadership qualities that can be developed through the activity.

Activities	Resource Materials
Observe children in a group situation. Which children seem to take the lead? Record specific examples of leadership in play or other activities. Caution: try to stay an observer rather than helping children play during the observation.	
Report your observations to the class. Discuss what types of activities seemed to encourage leadership development. What qualities associated with leadership did you see?	
Interview early childhood education teachers about what they do to encourage different children to be a leader.	
As a class, compile a list of activities that provide an opportunity for leadership among children. Break into small groups and list leadership qualities that encourage. Write a set of rules to use when you are caring for children that will encourage different children to take leadership roles.	

Unit: CHILD DEVELOPMENT **Concept** : DEVELOPMENT OF CHILDREN - Leadership Qualities

Competency 2.120 The learner will demonstrate leadership in solving community problems related to children.

Learner Outcome 2.121 Having identified a community need related to the development of children, the learner will exhibit leadership skills in relation to the problem.

Activities	Resource Materials
Survey the community (mothers, single parents, church workers, day-care directors, etc.) to identify needs related to the development of children in the community. Discuss the findings with the class.	
Use the Impact planning process to determine what you might do.	Program Action Impact. Future Homemakers of America.
Invite panel members from child-care agencies to class to discuss how teenagers might help solve problems.	
Develop a project designed to meet some need you have found in your community (i.e. beautification by planting flowers, painting flood walls and litter containers, picking up refuse around streams or rivers, etc.).	
Carry out the project. Determine the outcome and identify what leadership skills you used or developed.	

Unit: CHILD DEVELOPMENT **Concept** : CARE OF CHILDREN - Responsibility

Competency 3.10 The learner will assume responsibility for the care of a child.

Learner Outcome 3.11 The learner will plan, organize, and carry out a care-giving activity for a pre-school child.

Activities	**Resource Materials**
In small groups, list reasons for and benefits derived from babysitting. Share ideas with class.	
View the filmstrip and discuss how the physical needs of children are met. Complete worksheets 1 and 2.	CARING FOR PRESCHOOLERS. Filmstrip 1-Physical Development and Needs, and Worksheets 1 and 2. Maclean Hunter (Butterick).
Read Sitting Safely and discuss with the class the following questions: 1. What are the responsibilities of a sitter? 2. What are the characteristics of a good sitter? 3. What are some favorite play activities for children?	McIntosh. Sitting Safely. Gerber. (pamphlet)
Working in groups, plan activity involving children in the following situations: confined to car on trip; in church; at the grocery store; confined to bed; outside; in restaurant; mealtime.	Barkin & James. The Complete Babysitter's Handbook. pp. 41-69. Goodspeed & Smith. This is the Life. pp. 154-157, 164-169. Foster et al. Creative Living. pp. 112-114. Chamberlain et al. Teen Guide. pp. 139-142.
Plan, organize and carry out a care-giving activity with children in the classroom or in a nearby day care/nursery school, or with an individual child.	
Complete HOME/STEPS module HD-39.	HOME/STEPS module HD-39. Assisting Young Children at Mealtime.

Unit: CHILD DEVELOPMENT **Concept :** CARE OF CHILDREN - Responsibility

Competency 3.10 The learner will assume responsibility for the care of a child.

Learner Outcome 3.12 Given an example of a daily routine, the learner will describe an acceptable procedure to follow.

Activities	**Resource Materials**
Interview parents of small children about daily routines for children. Report your findings to the class.	
Read to find out about the care of babies and young children. Work in groups of 2 or 3 and plan a daily routine for either an infant or toddler. Include tentative times and the steps you would use to carry out each routine.	Chamberlain et al. Teen Guide. pp. 140-141. Foster et al. Creative Living. pp. 105-114. Hildebrand. Parenting and Teaching Young Children. pp. 140-152, 156-163, 254-261, 267-272.
Create your own puzzle, using puzzle No. 3, "Feeling the Baby". When finished, trade puzzles with a classmate and work the puzzles.	Schmelzel. Child Development Puzzle Pack. Nasco, 1979, p. 5.
Complete HOME/STEPS module HD-12.	HOME/STEPS module HD-12. Children's Routines.

Unit: CHILD DEVELOPMENT **Concept** : CARE OF CHILDREN - Energy Concerns

Competency 3.20 The learner will identify ways of saving non-renewable energy in the care of children.

Learner Outcome 3.21 The learner will explain ways to save non-renewable energy in the care of children, with consideration given to safety and human energy demands.

Activities	Resource Materials
Consider energy use in relation to the bulletin board. Suggest other choices to be made.	Supplement 3.21. STEPS To Conserving Energy: What Forms of Energy Could be Saved?
Discuss ways to conserve non-renewable energy in the care of children. Consider the time involved, cautions, amount of human energy, etc. involved in the situations in the supplement.	Supplement 3.21. How Can I . . .?
Complete the word scramble Baby in Supplement 3.21.	Supplement 3.21. Baby Word Scramble.
Draw a sketch of a baby's room showing items that will be needed for child care. Mark with a star (*) places where non-renewable energy can be saved. Discuss how other family members can help the mother conserve human energy.	

Unit: CHILD DEVELOPMENT

Concept : CARE OF CHILDREN - Responsibility

Competency 3.30 The learner will identify safety precautions necessary in caring for small children.

Learner Outcome 3.31 Given situations involving safety hazards, the learner will determine proper safety precautions.

Activities	**Resource Materials**
Play the game, You Name It. Complete the chart for each felt pocket to identify hazards.	Supplement 3.31. You Name It.
Read to find safety hazards for children. Discuss and list these with the class.	Young Children and Accidents in the Home. U.S. Government. Hildebrand. Parenting and Teaching Young Children. pp. 168-172, 231-236, 240-241. Keeping Poisons and Children Apart. U.S. Government. A Handbook of Child Safety. Gerber.
Complete one of the puzzles to find potential dangers to children.	Schmelzel. Child Development Puzzle Pack. Nasco, pp. 8-8a. CARING FOR PRESCHOOLERS. Worksheet 7- Safety Sleuth. Maclean Hunter (Butterick).
Do puzzle No. 7 "Toys Can Be Dangerous" and/or Supplement 3.31 to realize safety precautions to be observed when buying toys.	Schmelzel. Child Development Puzzle Pack. Nasco, p. 9. Supplement 3.31. Choosing a Toy.
Working in groups, determine precautions that are nesessary in the following situations: bathing baby, changing diaper on dressing table, preparing dinner with toddler playing near-by, spring house cleaning, a trip to the beach, getting new toys.	

Activities	Resource Materials
Survey your home or home economics department and compile a list of safety hazards for young children. Give a safety precaution or a possible solution for each hazard.	
Complete the worksheets on safety for the babysitter. Discuss hazards and precautions.	Supplement 3.31. Safety Checklist for Supersitters.
Using magazine pictures or actual objects, help create the bulletin board, STEPS Toward Responsibility for a Child's Safety.	Supplement 3.31. STEPS Toward Responsibility for a Child's Safety.

Unit: CHILD DEVELOPMENT **Concept** : CARE OF CHILDREN - Coping/Surviving

Competency 3.40 The learner will demonstrate appropriate coping strategies in caring for children.

Learner Outcome 3.41 Given problem situations involving children, the learner will determine appropriate coping strategies.

Activities	**Resource Materials**
Make a list entitled "What Kids Do That Drives Me Crazy".	
Read to discover additional problems teenagers may have with children.	Goodspeed & Smith. This Is the Life. pp. 156-157.
Read the comic book, Coping With Family Stress. Discuss why families sometimes abuse children or neglect them. Have you ever felt like abusing a child? What would you have done to Dennis the Menace in this book? Discuss ideas from the book for dealing with these feelings.	Coping With Family Stress. National Center on Child Abuse and Neglect.
View the filmstrip, The Healthy Preschooler. Discuss illnesses and other emergencies that may arise and how to deal with them. How does discipline contribute to a child's development? Complete worksheet 5-Taking Charge.	CARING FOR PRESCHOOLERS. Filmstrip 3-The Healthy Preschooler and worksheet 5. Maclean Hunter.
Discuss the problems on the bulletin board that you might face in caring for children. Have you had to deal with any of these? What did you do? What other problems might you have? What would you do?	Supplement 3.41. Coping--STEPS To Surviving With Children.
Role play problem situations concerning children. Brainstorm for various ways to handle the problems; then analyze the type of coping strategy each idea represents. As a group, determine which coping strategies would be best for you and the child.	Supplement 3.41 What Would You Do? See INTRODUCTORY UNIT and COPING WITH TODAY UNIT for coping strategies.

Activities	**Resource Materials**
Assemble a booklet outlining first aid information.	Chamberlain et al. Teen Guide. p. 144. Barkin & James. The Complete Babysitter's Handbook. pp. 81-90.
Study Worksheet 4 and discuss how advance preparation may help prevent some problems.	CARING FOR PRESCHOOLERS. Worksheet 4 - A Sitter's Checklist. Maclean Hunter.

Unit: CHILD DEVELOPMENT **Concept** : CARE OF CHILDREN - Leadership Qualities

Competency 3.50 The learner will display leadership qualities that are helpful in the care of children.

Learner Outcome 3.51 The learner will plan and lead a play activity for children.

Activities	Resource Materials
List qualities that you would want children to imitate. Place these on the bulletin board, STEPS To Leadership . . . Setting A Good Example.	Supplement 3.51. STEPS to Leadership . . . Set A Good Example.
Discuss how you use leadership in directing a play activity for children. What qualities do you need to do this? List on the board.	
Collect items for a "goodie bag" that can be used to play with or entertain children. Bring to class and share ideas with others.	McIntosh. Sitting Safely. Gerber, p. 6. Barkin & James. The Complete Babysitter's Handbook. pp. 26-27. Chamberlain et al. Teen Guide. p. 143.
Plan an activity for a group of not than four children. Carry out the activity and evaluate its success. Describe how you gained in leadership ability.	

Unit: CHILD DEVELOPMENT **Concept:** CAREER AWARENESS - Careers

Competency 4.10 The learner will examine career opportunities in the areas of child care and development.

Learner Outcome 4.11 The learner will identify and describe career opportunities related to the care and development of children.

Activities	Resource Materials
Brainstorm and list careers related to children on a bulletin board.	Supplement 4.11. STEPS To A Career with Children.
Read to determine what career are available that involve children. What do the jobs require? What preparation is needed? Report to the class.	McFarland & Knoll. Exploring Careers in Child Care. pp. 195-205. Hildebrand. Parenting and Teaching Young Children. pp. 31-44. Foster et al. Creative Living. pp. 119-122. Chamberlain et al. Teen Guide. pp. 145-153. Occupational Outlook Handbook.
Read and discuss the story from Illinois Teacher.	Illinois Teacher. March/April 1975. pp. 231-233.
Do puzzle No. 8 "Job Opportunities in the Field of Child Development."	Schmelzel. Child Development Puzzle Pack. Nasco, pp. 10-11.
Do the activity Career Scramble. Research your choice, discussing how your chosen career relates to children. Compile information on posters, pamphlets, etc., and combine these to be included in a class display.	Supplement 4.11. Career Scramble.
Interview (or ask a guest speaker to present to the class) a person in related child care field.	Supplement 4.11. Who Can I Be?

Unit: CHILD DEVELOPMENT **Concept :** CAREER AWARENESS - Entrepreneurship

Competency 4.20 The learner will explore entreneurship in child care services.

Learner Outcome 4.21 Having identified a self-employment opportunity in child-care services, the learner will explore its feasibility.

Activities	Resource Materials
Post "help-wanted" ads that deal with possible self-employment opportunities related to children. Brainstorm for other ideas for self-employment in relation to child-care services.	Local newspapers, telephone book, etc.
Interview self-employed persons in child-care services to determine what skills and/or resources are needed. Suggested resource persons: -used baby clothes and equipment retailer -babysitting service owner -counselor -day care center owner -retailer who sells hand-crafted baby items and toys -pediatrician -nursery school owner -toy store owner -children's clothing and furniture store owner	
Conduct a survey of the local area to determine child-care services that are needed.	
Answer and discuss with a group the questions from the "Guidesheet for Small Business Owner."	Fanslow & Compton. Entrepreneurship: A Senior High School Home Economics Career Exploration Unit. Iowa State University, 1981, pp. 72-73.
Choose one child-care service and present an oral report to the class, including: earning capacity, job opportunities in local area, requirements or skills needed, resources needed to begin business.	

FHA CHAPTER IDEAS

CHILD DEVELOPMENT

Resources in TEEN TIMES magazine:

Title	Page number(s)	Issue	Year
We Can Prevent Child Abuse	9	Mar/Apr	82
Teens Better Face the Facts About Pregnancy	9	Mar/Apr	82
PEP Up Your Action!	19-20	Mar/Apr	82
Put Your PEP Power Into Healthy Baby Week	21	Mar/Apr	82
Macrame, Muffins,and Love	11	Sept/Oct	81
Starting A Healthy Family	17	Sept/Oct	81
Spring Into Action	22	Mar/Apr	80
Healthy Babies: Chance or Choice?	12-15	Mar/Apr	79
Egging On Responsible Parenting	16	Mar/Apr	79
Who Would Hurt A Child?	14	Mar/Apr	79
Future File	12-13	Sept/Oct	79
I'm A Somebody	8-9	Sept/Oct	78
Cause For Celebration	16-17	Nov/Dec	78
Lollipops and Rainbows	18-19	Nov/Dec	78
Who Would Hurt a Child?	6-7	Jan/Feb	78
Add Some Pizzaz to Small Fry Nutrition Projects	17	Jan/Feb	82

Suggested Activities:

Collect recyclable baby and children's clothes, toys, and furniture to give to low-income families.

Using "Macrame, Muffins, and Love" in Sept/Oct, 1981 Teen Times as a discussion starter, plan and carry out a chapter project for elementary and/or pre-school children.

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Visit a nursery or child-care center. Make a list of the facilities for the children. Observe and write a report to present to chapter members at the next meeting for discussion.

Plan, prepare, and serve a "Tasting Party" for kindergarten students including raw fruits and vegetables with dips and fruit punch. Teach the students the fun song to the tune of "Row, Row, Row Your Boat."

Dip, dip, dip your vegies:
Carrots, celery and cukes,
Cauliflower, broccoli and radishes--
We **all** think they're great!

Conduct a program for a scout troop. Discuss self-image. Have scouts construct a name tag telling/showing one positive description, characteristic or trait.

Survey your community for recreational areas. As a chapter plan and carry out a "Play Time" for local youth. Be sure you include activities for a variety of age groups.

Select a chapter activity from Mainstreaming: Personal Values, Mainstreaming: A Guide to Developing a Program, Mainstreaming: Your Personal Guide. (available from Project MAY, P.O. Box 1781, Longview, Washington 98632)

Select a chapter activity from People. . .Just Like You. (available from Presidents' Committee on Employment of the Handicapped, Washington, D.C. 20210 or U.S. Government Printing Office, Stock Number 040-000-00405-0)

Select a chapter activity from Student Body Workbook. (available from National Association Future Homemakers of America Inc., 1910 Association Drive, Reston, Virginia 22091)

SUGGESTIONS FOR EXTENDED LEARNINGS

CHILD DEVELOPMENT

Visit a nursery or child care center. Make a list of the facilities made available to the children. Observe and write a report on how the children use the facilities.

Supervise a child for a minimum of 25 hours. Keep a record of play, snack, and educational activities performed with the child. Evaluate your success.

Make a variety of play materials with educational value to be used with a child. Try out with a child or group of children.

List general safety procedures a teen could enact when sitting for a young child. Score yourself over a period of time when you are caring for a child.

Help in a Vacation Bible School, headstart, or day care center. Keep a diary of your involvement and activities.

Involve a child with a hobby or skill. Work with the child to complete an activity. Evaluate your involvement and interest in a written evaluation.

Conduct a consumer survey of ten toys. Evaluate the price, age level, interest level, safety, educational value, etc. Prepare your evaluation in chart form.

Compile a file of play activities children like--include suggested age groups. Be sure to keep a list of indoor and outdoor activities. Consult the file as you take care of children or supervise their play.

Select a problem particular to a small child and write a report detailing how you would help the child cope. Try out the ideas and evaluate results.

Make a list of ways children can be taught responsibility. Try out your ideas and report results.

Interview a family with a handicapped child to find out how they have coped, how they have met the child's needs/wants, and how they help the child develop.

Make a list of techniques that would help a child develop a good self-image. Try out these techniques and report results.

Evaluate yourself making a list of personal qualities you have that would be good for children and list of qualities you should develop or strengthen in order to be more effective around children.

Make a list of problems associated with children in your community. Select one of the problems and work to solve it.

Visit a medical agency and list the medical care necessary to promote good health of the child from infancy to school years.

Make a list of safety precautions to be taken in the care of young children. Observe children and list other hazards they encounter.

Design and supply a baby sitting kit. Include recycled items. Try out the kit to determine its effectiveness.

Remake an old discarded toy into a new usable toy or use discarded household items to make toys. Introduce these to children to see how they work.

Write a resume for yourself concerning your ability as a baby sitter. Determine how much responsibility you are able to assume and get some experience in caring for children.

Visit a child care center and interview the workers to learn about their responsibilities.

Shadow a child for a day. List instances when more non-renewable energy was used than was necessary in the care of the child or by the child. Identify what changes could be made.

Work with a child (or children) to help develop attitudes and practices that conserve energy.

Organize a baby sitting service for your neighborhood.

The following HOME/STEPS modules may be used as the basis for Extended Learnings with this unit:

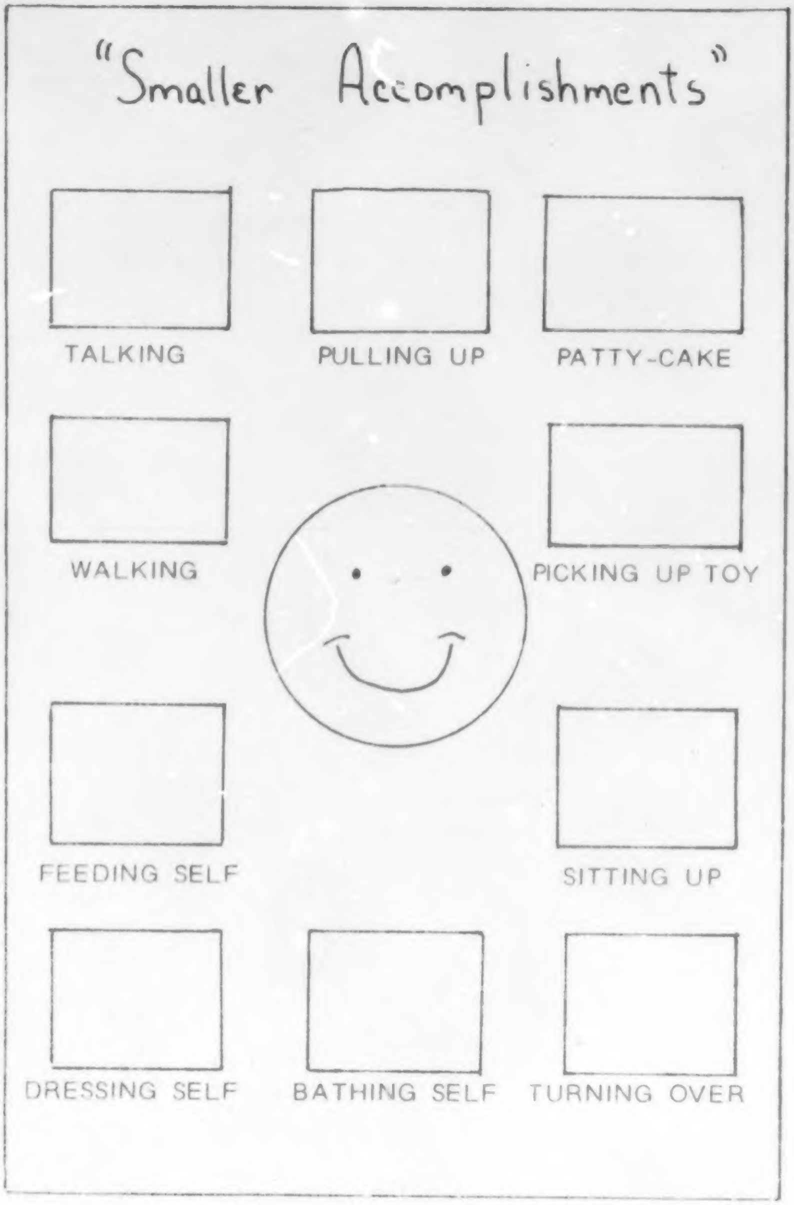
HD-12	Children's Routines
HD-13	Choosing Toys, Play Equipment and Play Materials for Preschool Children
HD-39	Assisting Young Children at Mealtime
HD-43	Play and the Preschool Child
HD-47	Helping Children Cope with Fears

SUPPLEMENTS FOR CHILD DEVELOPMENT

No.	Title of Supplement	Page
1.11	STEPS to Appreciation for Smaller Accomplishments	cd-2
1.11	How Do You Show Appreciation	cd-3
1.11	Steps to Appreciation: Show Little Johnny or Johnna Your Appreciation	cd-4
1.21	Teenagers Influence Children	cd-5
1.21	When Mom or Dad is a Kid	cd-6
2.11	What Comes Next?	cd-7
2.12	What to Expect	cd-8
2.21	STEPS to Better Relationships Through Social Growth	cd-9
2.31	Take Steps to Improve Self-image of the Younger Set	cd-10
2.31	Image Makers	cd-11
2.32	Take Steps to Improve Self-image: Children See Themselves Through the Eyes of Others	cd-12
2.32	Good or Bad?	cd-13
2.32	Unfinished Stories.	cd-14
2.41	Responsible Role Models	cd-15
2.41	You're a Good Kid	cd-16
2.51	Stories on Values of Play	cd-18
2.52	Growth and Development Worksheet.	cd-20
2.61	How Kids Cope	cd-21
2.61	Coping...STEPS to Surviving: Each Step is Built on Experience	cd-22
2.62	Helping Children Cope	cd-23
2.71	Recycling...STEPS to Saving: Don't Throw it Away -- Use it for Play	cd-24
2.71	Toys Found in Every House	cd-25
2.81	STEPS to Understanding World Influences: What Will Your Children Face?	cd-26
2.91	STEPS to Conserving Energy Through Thoughtfulness	cd-27
3.21	STEPS to Conserving Energy: What Forms of Energy Could be Saved With Each?	cd-28
[illegible]	How Can I [illegible]?	cd-29
[illegible]	Baby Word Scramble	cd-30
3.31	You Name [illegible]	cd-31
[illegible]	[illegible]ing [illegible]	cd-32
3.31	Safety Checklist for Super Sitters	cd-35
3.31	STEPS Toward Responsibility for a Child's Safety	cd-36
3.41	Coping -- STEPS to Surviving With Children	cd-37
3.41	What Would You Do?	cd-38
3.51	STEPS to Leadership.. Set a Good Example	cd-39
[illegible]	[illegible] Career With Children	cd-40
[illegible]	Career Word Scramble	cd-41
[illegible]	Who Can [illegible]	cd-43

Supplement 1.11
CHILD DEVELOPMENT
Appreciation

STEPS TO APPRECIATION


"Smaller Accomplishments"
TALKING
PULLING UP
PATTY-CAKE
WALKING
PICKING UP TOY
FEEDING SELF
SITTING UP
DRESSING SELF
BATHING SELF
TURNING OVER

Supplement 1.11
CHILD DEVELOPMENT
Appreciation

HOW DO YOU SHOW APPRECIATION....

When a younger brother, sister, or neighbor . . . . .

1. remembers your birthday?

2. brings you a painting he or she made at school?

3. tries to console you when you are upset?

4. walks the dog for you?

5. washes the dishes for you?

6. answers the telephone and takes a message for you?

7. runs an errand for you?

Supplement 1.11
CHILD DEVELOPMENT
Appreciation

STEPS TO APPRECIATION

SHOW

LITTLE JOHNNY OR JOHNNA
APPRECIATION

Do These Things:

1. HUG
2. KISS
3. DO A FAVOR FOR HIM/HER
4. SAY SO!
5. HELP HIM/HER WITH A CHORE
6. HELP HIM/HER WITH HOMEWORK
7. TAKE HIM/HER SOMEPLACE SPECIAL

Supplement 1.21
CHILD DEVELOPMENT
Teenage Influence

TEENAGERS INFLUENCE CHILDREN

Directions: Role play each of the following situations. Then discuss the positive or negative effect on small children.

Situation 1: Tim, age 15, is hurrying off to play basketball with a group of his friends. His younger brother, Scott age five, wants to go. Tim says....

Situation 2: Susan, age four, really looks up to her older sister, Jamey. One day while their parents aren't at home, Susan sees Jamey smoking with some of her friends.

Situation 3: Greg's little brother, Andrew, wants him to practice roller skating. Greg tells him that first he must go help Mrs. Jones mow her grass as he promised.

Situation 4: One of Pamela's gold fish has died. She is five years old and has been told that "big girls don't cry." Nevertheless, she is very upset and goes to talk to her older sister, Carolyn. Carolyn says....

Situation 5: Ronnie works after school at a local playground for small children. He notices that Joe, a shy and sensitive little boy, is often teased by the other children. Ronnie....

Situation 6: Kim is babysitting for Stacy who is a year old. Kim is busy trying to do some very important homework. Stacy keeps trying to grab the paper Kim is writing on or her pencil. Kim....

Situation 7: Tracy is the teenaged mother of Terri, who is now two-years old. Most of the time Tracy leaves Terri's care to her own mother. Now Tracy is upset because Terri doesn't pay any attention when she comes home. Tracy decides to win her back with candy and bribes.

Situation 8: Connie and Bob are ninth graders who got married last year when Connie got pregnant. They have the garage apartment next to Bob's parents. The baby is now three-months old but Connie and Bob fight all the time. Connie had thought the baby would be like a big doll and is dismayed at the constant dirty diapers. Bob spends all the time he can over at his parents' house.

WHEN MOM OR DAD IS A KID

Did you ever hear someone talk about having kids young so they could all grow up together? There are advantages to having kids while you will still be young enough to deal with the demands through the time they grow up, but there are many disadvantages in having them too young.

First of all, babies born to teenage mothers are more likely to die or be underweight when they are born. They also have other complications more often. If they survive all that, they may still have a mother who doesn't know how to take care of them or what to expect. They have more health complications early in life than other babies.

More children born to teenage parents must repeat the first grade than other children. This is more likely to happen if the mother does not have help from an older person. In some cases this may happen because the mother doesn't know how to give the child the kind of attention and training needed. In other cases it may be because the mother doesn't have the time or doesn't realize the importance of this attention and training. In still other cases it may be because the mother has her own concerns and problems to deal with.

But what about the teenage father? Very few teenage marriages last--only about one in four. The teenage girl who becomes a mother is almost always on her own (or with her parents) five years later, whether or not she married. There is an extra strain on a one-parent family because one parent has to be "both mother and father."

Teenage parents often have a hard time financially. Finding a job is harder for a teenager-especially one that will support a family. This creates more strain for the parent(s), and this strain affects the children. What to do with the child is a problem when the mother is in school. If she drops out of school to work, child care may still be a problem. Teenage girls still drop out of school because of pregnancy than for any other reason. She will then not earn as much money as if she finished school.

It is tough on everyone when teenagers become parents--but it is very hard on the children.

WHAT COMES NEXT?

Directions: Below is a list of developmental steps. Number them to show the order in which a "typical" child would progress.

__________ Child is able to stand and may walk by him/herself

__________ Baby responds to another person by smiling.

__________ Baby can feed him/herself finger foods.

__________ Baby can roll over.

__________ Child is toilet trained.

__________ Child begins to play "with" other children.

__________ Baby can sit unassisted.

__________ Baby begins feeding him/herself with a spoon.

__________ Child may have an imaginary playmate.

__________ Baby can hold his/her chest and head up for a short period of time.

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WHAT TO EXPECT

Directions: Read the following situations. Decide whether or not the child is mature enough to do what the person expects. If not, discuss the age at which the child might be able to do what was expected in the situation.

Situation 1: Amy, age 8 months, is playing in the living room. Jennifer, 1 year old, is a playmate and picks up one of Amy's toys. Amy quickly tries to take the toy away from Jennifer. Amy's mother is embarrassed and angered that Amy won't share.

Situation 2: Mary's child is 1 year old. She is very good at crawling, but has shown no interest in walking. Mary's neighbor's child was walking very well at age 1. Mary decides that her child must be a slow developer.

Situation 3: Denise is only a year old, but her mother often reads to her and has even bought several books for Denise to play with. Denise's father says this is a waste of money, because it will be a long time before Denise can read.

Situation 4: Chris is going to take care of his son, Mark, age 3, while his wife goes shopping. As soon as his wife leaves, Mark starts to cry. Chris tried to sooth him and tells him that "big boys don't cry."

Situation 5: Sandy is going to change 3 month old Adam's diaper. She lays him on the dressing table, then remembers something which she forgot in the other room. Since he hasn't started turning over well yet, Sandy feels he will be alright left alone while she quickly runs to get what she needs.

Situation 6: Brenda is at the doctor's office with her 4 year old, Kevin. Kevin is screaming and crying because he is getting a shot today. Brenda tells Kevin to stop acting like a baby because it can't hurt that much.

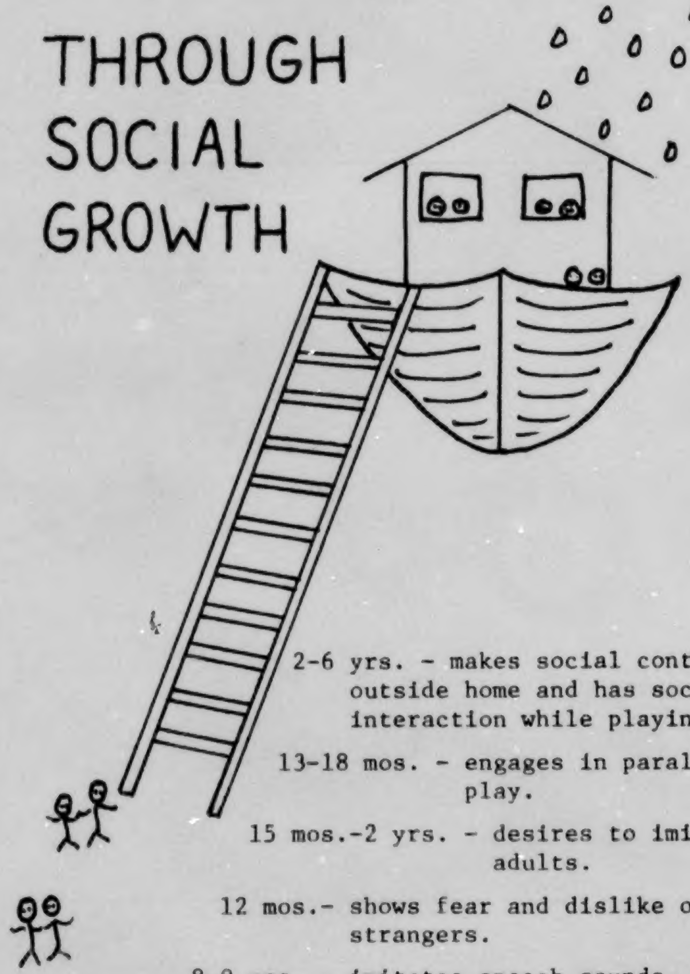
Situation 7: When Kathy was born, her mother was very busy and seemed to have a million things on her mind. She didn't talk to Kathy very much and decided that it was OK since Kathy couldn't understand what she was saying anyway.

Situation 8: Marie has a new baby. Her older child, Sarah, age 4, has really been acting up since Marie brought the baby home. Marie scolds Sarah and says she should be ashamed of herself. Her baby brother is very small and needs a lot of attention.

Situation 9: Margaret needs to do some last minute shopping and decides to take two year old Brian with her to the supermarket. It's 9:30 PM and Brian is fussy and crying. Margaret thinks he could surely sit still and be good for only an hour.

STEPS TO BETTER RELATIONSHIPS

THROUGH SOCIAL GROWTH



2-6 yrs. - makes social contacts outside home and has social interaction while playing.

13-18 mos. - engages in parallel play.

15 mos.-2 yrs. - desires to imitate adults.

12 mos.- shows fear and dislike of strangers.

8-9 mos. - imitates speech sounds.

5-6 mos. - distinguishes between friendly and angry voices.

3-4 mos. - returns smile and smiles when spoken to.

birth - nonsocial

PEOPLE NEED PEOPLE

Supplement 2.31
CHILD DEVELOPMENT
Self-Image

TAKE STEPS TO IMPROVE SELF-IMAGE

OF THE YOUNGER SET

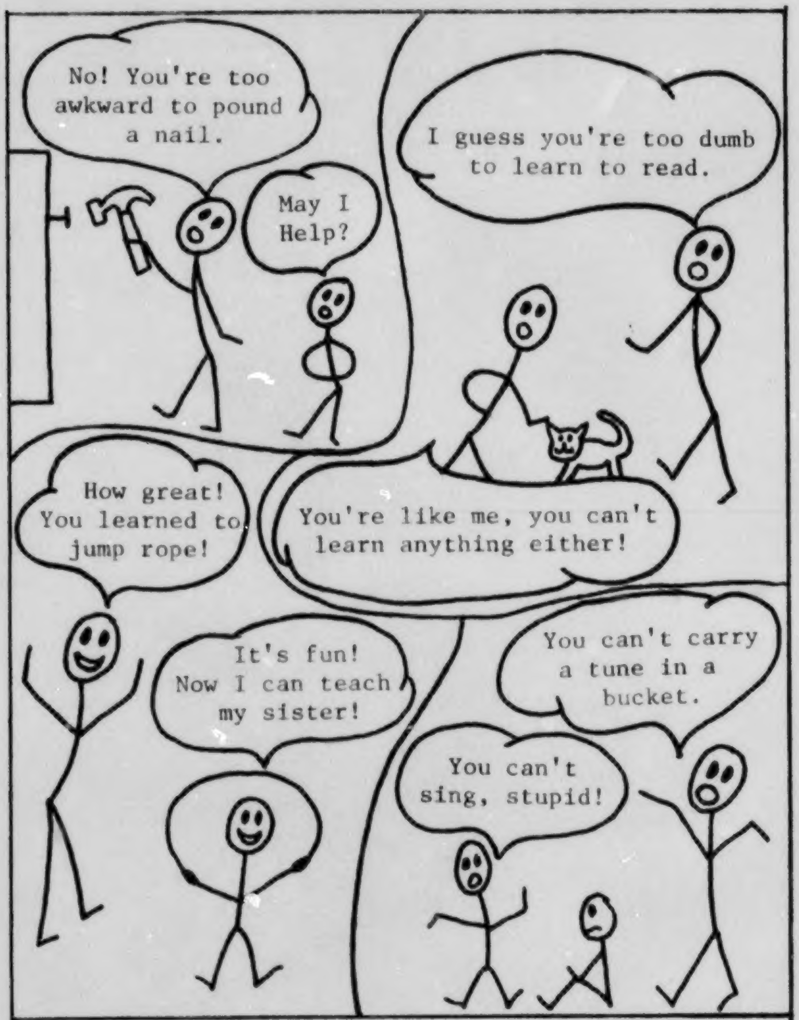
Supplement 2.31
CHILD DEVELOPMENT
Self-Image

IMAGE MAKERS

What effect might each of the following on a child's self-image? Discuss which experiences might have either a positive or a negative effect. Explain why you think so.

1. family vacations or travel
2. live-in grandparent
3. single parent home
4. mother or father a full-time homemaker
5. both parents working
6. child abuse
7. frequently left with babysitter
8. attend Sunday School
9. help mother/father in kitchen
10. friendships with neighbors
11. regular visits to doctor and dentist
12. take part in games and sports
13. go to art displays and concerts
14. watch parades
15. take music or dance lessons
16. help elderly persons
17. scout or club activities
18. visit grandparents
19. only child
20. death of parent
21. multi-child parent
22. public school/private school
23. handicapped person in the family
24. obesity

TAKE **STEPS** TO IMPROVE SELF-IMAGE


No! You're too awkward to pound a nail.
May I Help?
I guess you're too dumb to learn to read.
How great! You learned to jump rope!
You're like me, you can't learn anything either!
It's fun! Now I can teach my sister!
You can't carry a tune in a bucket.
You can't sing, stupid!

CHILDREN SEE THEMSELVES
THROUGH THE EYES
OF OTHERS

Supplement 2.32
CHILD DEVELOPMENT
Self-Image

GOOD OR BAD?

Directions: Read each of the case studies below and determine if the influence on the child's self-image has been good or bad.

1. Joy is two-years old. She is playing beside of Vicke when Vicke reaches over and grabs one of Joy's toys. Joy is angered and bites Vicke on the arm. Vicke begins to scream and Joy's mother rushes in to see what is wrong. Upon learning what happened, Joy's mother scolds and says she is a mean girl.

2. Charlie is five-years old. He was successfully potty trained when he was two and a half and has not had an accident in bed since then. Recently, however, he has started wetting the bed on occasion. His mother explains to him that accidents happen and it's not his fault. Maybe, she explains, he is only tired or upset.

3. Dan is three-years old. He has gotten a brand new wagon and has taken it with him to the playground. When Julie wants to play with the wagon, Dan refuses. Dan is told by the playground supervisor that if he is mean like that, other children will not want to play with him.

4. Lisa, age four, is attending nursery school for the first time. When her mother starts to leave, Lisa begins to cry. Lisa's mother explains to her that lots of kids are scared their first day of school and that she will stay until Lisa gets to know some of her classmates and the teacher.

5. Beckie, age two, has thrown one tantrum after another today. Now, she has dumped her plate on the floor. Exasperated, her mother tells her she won't love her any more if she acts like that.

6. Sam is three but tries to be like his five-year old brother, Dave. In his attempt, he tries things he can't do very well. After the latest mess, his dad says, "Why can't you be neat like Dave?"

7. Sara, age three, has been "helping" her dad set the table. When her mother gets home from work, her dad tells what a good girl she has been to help.

UNFINISHED STORIES

Directions: Select one of the following situations to complete with statements or actions that will help the child develop a more positive self-image. Explain how what is said or done might help.

Nancy's Little Brother

Nancy was busy studying for an English test when her little brother, Tommy, came running in to ask excitedly if he could use her colored pencils and paper. Tommy explained that he wanted to make grandma a picture since she was coming to visit for a week. Nancy told Tommy........

Mother's Dilemma

Sarah was only three and already weighed thirty-five pounds. Mother wasn't quite sure what to say to Sarah when she cried because older children called her names. To help Sarah gain a positive self-image, Mother should........

Richard's Handicap

Richard was handicapped. For all 13 years of his life, Richard had walked on a walker. Richard's brothers and sisters resented his handicap because of school and home. How could Richard's brothers and sisters work to help Richard gain self-confidence and a positive image? (Note: Richard's true handicap is not the walker.)

The Attention Getter

Erica was a bright, loving teenager who lived next door to Marsha, a five year old "attention getter." Marsha was constantly following and imitating Erica in everything she did. Although Erica tried to be friendly to Marsha, she became very frustrated with her. How should Erica deal with Marsha?

Supplement 2.41
CHILD DEVELOPMENT
Responsibility
(role play situations)

RESPONSIBLE ROLE MODELS

Role play the following situations to show how a teenager can help a child learn to accept responsibility. You may also role play negative examples that will have the opposite effect on helping children learn to accept responsibility.

1. A guest visits your home.
2. Teenager is asked to clean the living room.
3. Teenager cares for pet.
4. Teenager takes child shopping.
5. Baby sitting--child refuses to pick up toys.
6. Baby sitting--child refuses to go to bed.
7. Teenager asked to begin preparing dinner.
8. Teenager is supposed to make up the beds.
9. Teenager "cleaning up" after self.
10. Teenager accepting consequences for a decision.

Discuss these questions about each situation.

1. What responsibilities does the teenager take or not take?
2. What would this show a child about assuming responsibility?

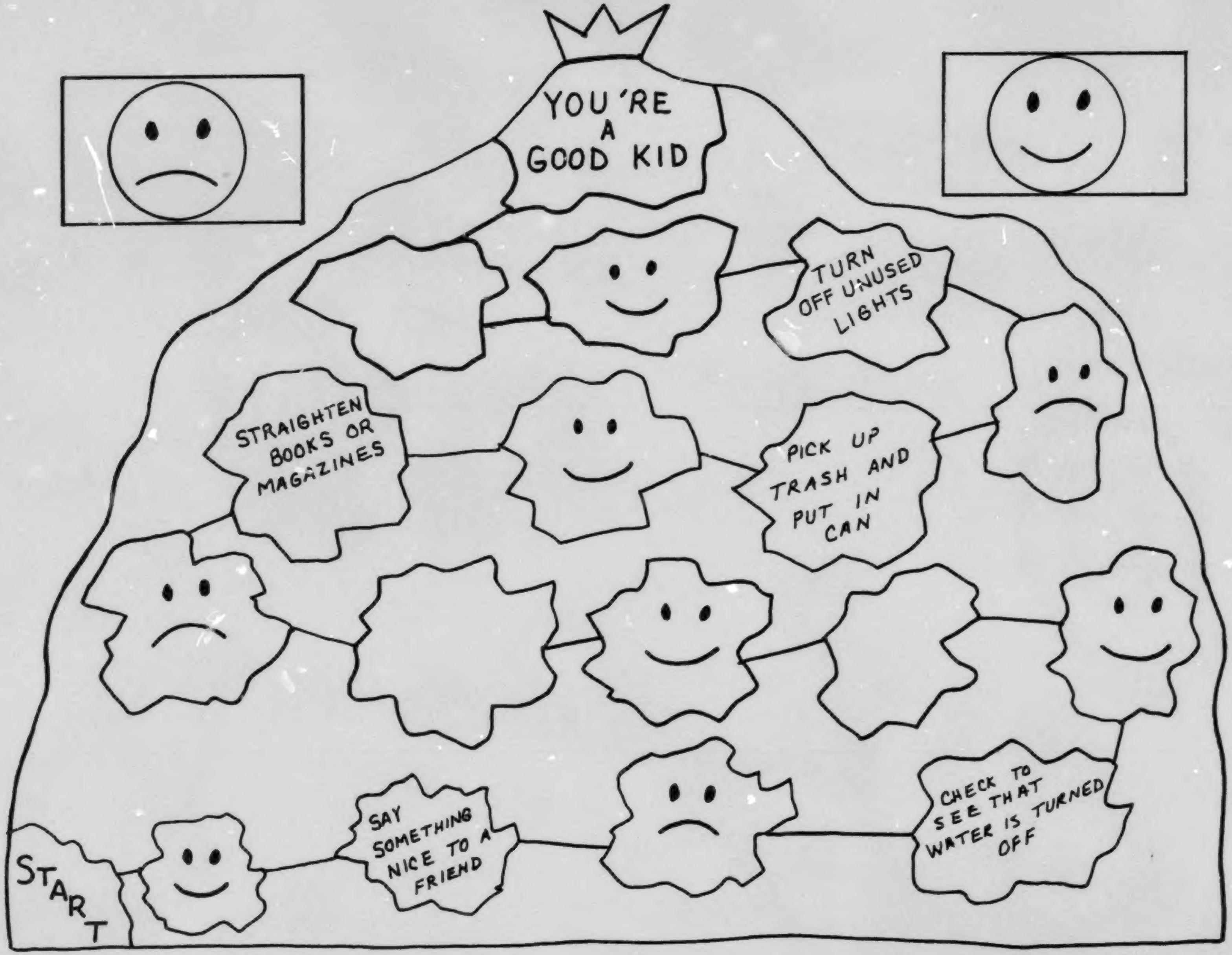
YOU'RE A GOOD KID

Preparation: Enlarge the game board using the inside of file folders. Prepare Smile and Frown cards by putting the following statements on the back of index cards. Put a smiling face on the front of cards that say "advance." Put a frowning face on the cards that say "go back."

Prepare the cards for the game board by placing each of the following on a separate note card.

-Picked up toys (advance 2 rocks)
-Washed hands after using bathroom (advance 2 rocks)
-Hit your brother with a ball bat (go back 5 rocks)
-Wore the same socks 3 days in a row (go back 2 rocks)
-Put your clothes in hamper (advance 3 rocks)
-Brushed teeth before going to bed (advance 1 rock)
-Spilled water on floor (go back 2 rocks)
-Wrote in a library book (go back 2 rocks)
-Shared toys with your sister (advance 5 rocks)
-Gave the mail to the dog (go back 2 rocks)
-Fed your pet (advance 1 rock)
-Wrote on the wall behind your bed (go back 4 rocks)
-Helped mother put clothes away (advance 1 rock)
-Made your bed (advance 3 rocks)
-Left room a mess (go back 3 rocks)
-Played in mother's make-up (go back 1 rock)
-Brought in paper from porch (advance 2 rocks)
-Didn't take candy from a stranger (advance 2 rocks)
-Didn't feed your pet (go back 2 rocks)
-Used father's tools without him (go back 1 rock)
-Helped father set table (advance 1 rock)
-Dressed appropriately for the weather (advance 1 rock)
-Took money from brother's piggy bank (go back 5 rocks)
-Forgot to brush teeth before going to bed (go back 1 rock)

Play: Place the cards in separate piles above the game board. The player rolls a die or spins a spinner to determine the number of blocks to move token. If a player lands on a smiling face, he/she draws a card from the "smile" stack. If he/she lands on a frown, a "frown" card is drawn. Follow directions on the cards. If a player lands on a rock with an instruction, he/she can earn an extra turn by completing the task shown on the rock. The first player to reach the top of the mountain wins.


YOU'RE A GOOD KID
TURN OFF UNUSED LIGHTS
STRAIGHTEN BOOKS OR MAGAZINES
PICK UP TRASH AND PUT IN CAN
SAY SOMETHING NICE TO A FRIEND
CHECK TO SEE THAT WATER IS TURNED OFF
START

STORIES ON VALUES OF PLAY

Jenny

Jenny is my friend. Today is her birthday. She is now two years old, and a "big girl." Jenny's favorite toy is one she got for Christmas. It is a stuffed owl, about one foot high. His name is Newton and he has a large yellow beak along with two yellow feet, and even a yellow tail. His body is mostly a dark brown, but he has snow white fur where his feathers are supposed to be. Newton also has two wings protruding from each side of his body.

Newton is very good for and helps Jenny in many ways. Jenny can sit for hours reciting her ABC's to him and at the same time trying to "teach" him how to recite them. Jenny also plays a little game with him by throwing him on the ground, running up to him afterwards saying, "Newton fall down? Poor Newton." Then she picks him up and hugs his soft body as hard as she can and says, "Jenny loves Newton." This helps Jenny develop compassion for others. Jenny loves to take Newton out flying; she flaps his wings, throws him across the room and says, "Hoot, Hoot," This helps Jenny develop large muscle control, eye-hand coordination, a sense of imagination, as well as experiment with various sounds and actions of animals.

When I read this story to Jenny, she giggled every time I mentioned the name of Newton. Then she ran to Newton, gave him a big hug and kiss, and said, "Jenny loves Newton, does Barb love Newton?" I answered her by saying, "Yes," which placed a big smile on her face.

"Big Jim"

Ricky, a four-year old boy I babysit for a lot, has many toys but seems to like "Big Jim" the best. "Big Jim" is a camper about the size of a shoebox made out of tough plastic. The camper is dark brown with other colors that attract Ricky's attention. It has a driver's compartment in the front. Camping equipment, fishing rods, a boat, a campfire, a stool, and "Big Jim" all came with the camper. Each of these parts are just small enough for Ricky to handle easily.

Ricky plays with the toy by pretending he is the person camping, going fishing, building a fire, sleeping under the open sky, living with the animals of nature. Once in awhile he uses the camper as a truck or to store some of his small cars in as a garage.

This toy helps Ricky to concentrate, it is interesting and fun so he develops a longer attention span, he explores, imagines exciting things, discovers things about the environments around him, expresses feelings, shows respect and property rights by taking care of his own "Big Jim."

When I read him this story, he said, "Is that me?" and he started to laugh. He said, "You are talking about my camper and me!"

Lisa's Ball

Hi! I am a bright red, white and blue ball which makes it very easy for little children to fine me. I belong to Lisa, my five-year old owner. She likes to play with me a lot both indoors and outside. I am just flexible enough to bounce good. Lisa kicks me which helps develop her leg muscles; she also throws me which helps her to develop those big muscles in her arms. When she hits the target, she also develops eye-hand coordination. Her mother has a big bucket and Lisa tries to throw me into the bucket. Her sense of timing develops when she tries to make be bounce many times without stopping. When other children come over to play, I help Lisa develop her social play.

When I read this to Lisa, she held up her red, white and blue ball with pride and said she was real happy to have a story written about her.

Source: Home Economics Curriculum Grades 7-8-9, Appleton Public Schools, Appleton, Wisconsin.

Supplement 2.52
CHILD DEVELOPMENT
Play and Development

GROWTH AND DEVELOPMENT WORKSHEET

Directions: Match the areas of growth and development from the second column with examples in first column by writing the letters in the blank.

____ 1. Beth jumped rope.
____ 2. Jay shared his toys with TJ.
____ 3. Clinton bounced a ball.
____ 4. Laura laughed when her dog jumped.
____ 5. Melissa called Amy on the phone.
____ 6. Crystal put all the triangles in one box.
____ 7. Bob cried when he broke his truck.
____ 8. Ted named the streets near his home.
____ 9. Aislinn cried because she dropped her toy.
____ 10. Herkie put the puzzle together.

Type of Development

A. Social
B. Physical
C. Emotional
D. Mental

Check the answers below.

Key 1. B 2. A 3. B 4. C 5. A
6. D 7. C 8. D 9. C 10. B or D

Supplement 2.61
CHILD DEVELOPMENT
Coping/Surviving

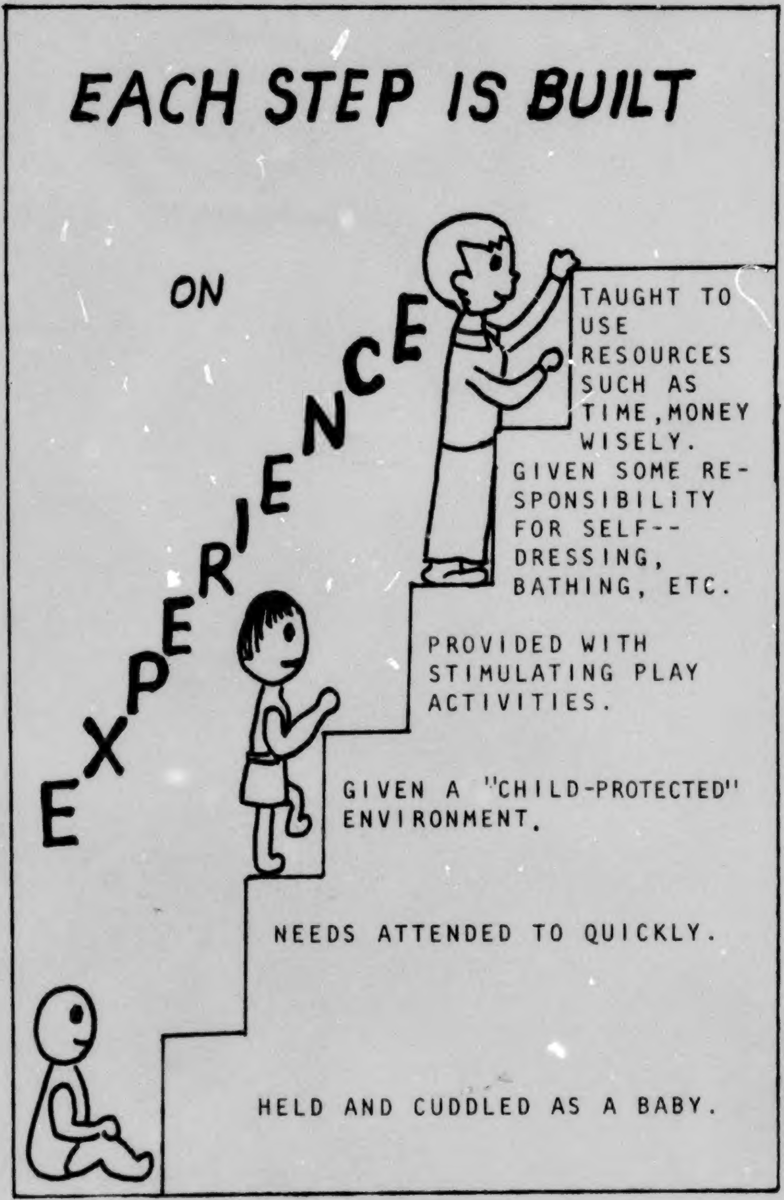
HOW KIDS COPE

Directions: For each example listed below, state a coping strategy used by a child. Tell whether the influence would be more positive or negative.

1. losing a game
2. not being chosen for a school program
3. failing a test
4. chosen as last player
5. not invited to a party
6. pet dying
7. not allowed to have a pet
8. not having playmates in neighborhood
9. death in family
10. moving
11. best friend moving
12. not doing things as well as a friend
13. being compared to brother or sister
14. not having money for lunch
15. new glasses or braces
16. new school
17. divorce of parents
18. remarriage of parent, step-brothers or sisters
19. physical handicap or illness (i.e. diabetic)
20. large or small for age
21. not being able to read
22. not getting promoted

Supplement 2.61
CHILD DEVELOPMENT
Coping/Surviving

COPING--STEPS TO SURVIVING



EACH STEP IS BUILT ON EXPERIENCE

TAUGHT TO USE RESOURCES SUCH AS TIME, MONEY WISELY.

GIVEN SOME RESPONSIBILITY FOR SELF--DRESSING, BATHING, ETC.

PROVIDED WITH STIMULATING PLAY ACTIVITIES.

GIVEN A "CHILD-PROTECTED" ENVIRONMENT.

NEEDS ATTENDED TO QUICKLY.

HELD AND CUDDLED AS A BABY.

HELPING CHILDREN COPE

Often, the events that occur in a child's life are hard for him/her to understand and difficult with which to cope. Such events might be the death of a loved one or a pet, moving to a new town, or the divorce of the parents. There are, however, ways in which those around the child can help the child deal with this rough period in his/her life.

First of all, be aware that children watch closely the actions of others. By finding acceptable ways of coping with a situation yourself, children can use you as a role model.

Regardless of a child's age, he/she will need extra cuddling and physical closeness in times of stress. The child may have temporary reactions such as clinginess, whining or crying,but these are to be expected. By staying near, children will feel more secure.

In addition to having someone near, children can learn to cope by identifying with characters in a storybook who are in a similar situation. The child might need to find a release for his/her anger and hurt, such as exercise or punching pillows.

Most of all, be honest with the child. Explain what is happening in a matter-of-fact manner. Be patient in answering the long list of questions the child might have. It sometimes takes a child a long time to fully understand the crisis events in his/her life.

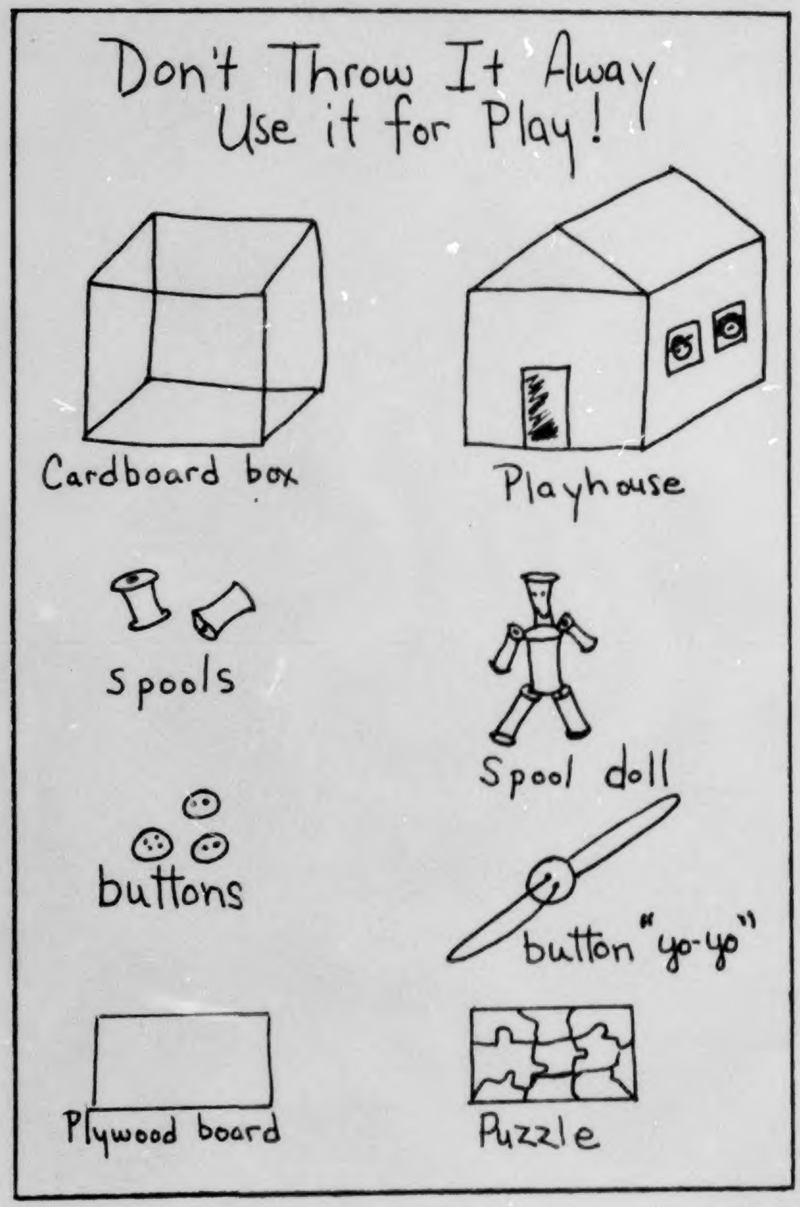
It is also important to reassure children that such things as a divorce or a parent leaving home, are not his/her fault. Parents often do not realize that children (and even teenagers) may think that family break-ups result from something they have done.

When children are in a strange situation, they need the security of something and someone familiar. Moving can be less traumatic if children can keep something familiar close at hand. If a family member leaves home, remind the child that you are still there, as well as other family members.

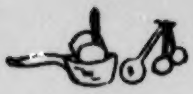
A trip to the hospital or doctor's office may also frighten children. Telling the child something won't hurt may destroy his/her confidence in you. It is better to tell a child something will not hurt for very long. Don't lie, but do emphasize the positive side of things.

Supplement 2.71
CHILD DEVELOPMENT
Recycling

RECYCLING--STEPS TO SAVING


Don't Throw It Away
Use it for Play!
Cardboard box
Playhouse
spools
Spool doll
buttons
button "yo-yo"
Plywood board
Puzzle

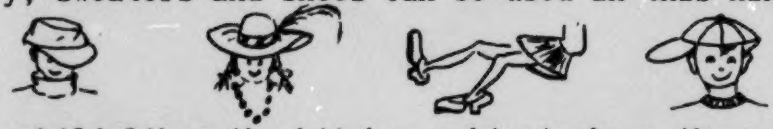
USE IT UP



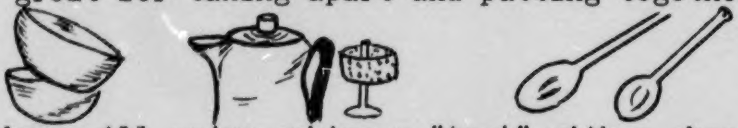
Toys Found In Every House

Many worthwhile toys can be found around the house and therefore cost little or nothing. For instance, a big cardboard box will furnish many hours of play for a small child. It can be a house, a garage or with a few cans and boxes from the kitchen cupboard, it can become a store. A shoe box filled with many textures is a "Feelie Box." It will give a child needed experience in the sense of touch.

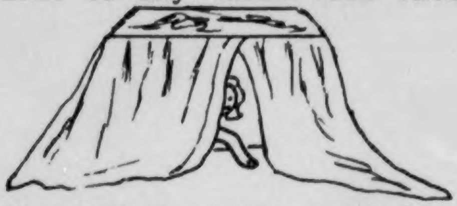
A child will engage in imagivative play by having some of mothers and dads clothes to play with- hats, caps, purses, jewelry, sweaters and shoes can be used in this kind of play.



Every child likes the kitchen cabinet where the pots and pans are kept. Why not have a low cabinet just for the kids? Put in it things such a metal bowls, wooden spoons, nesting measuring cups, pots and pans and lids. A percolatar is great for taking apart and putting together again.

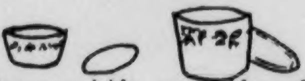


Older children will enjoy making a "tent" with a sheet or blanket over a card table or any table tall enough for them to crawl under.

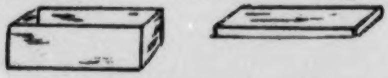


Save all discardable items that can be used for playthings. Here is a list of things to save:

Margarine Tubs and Lids



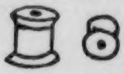
Tin Cans with smooth edges



Shoe Boxes with Lids

Paper Tubes from towels and tissue

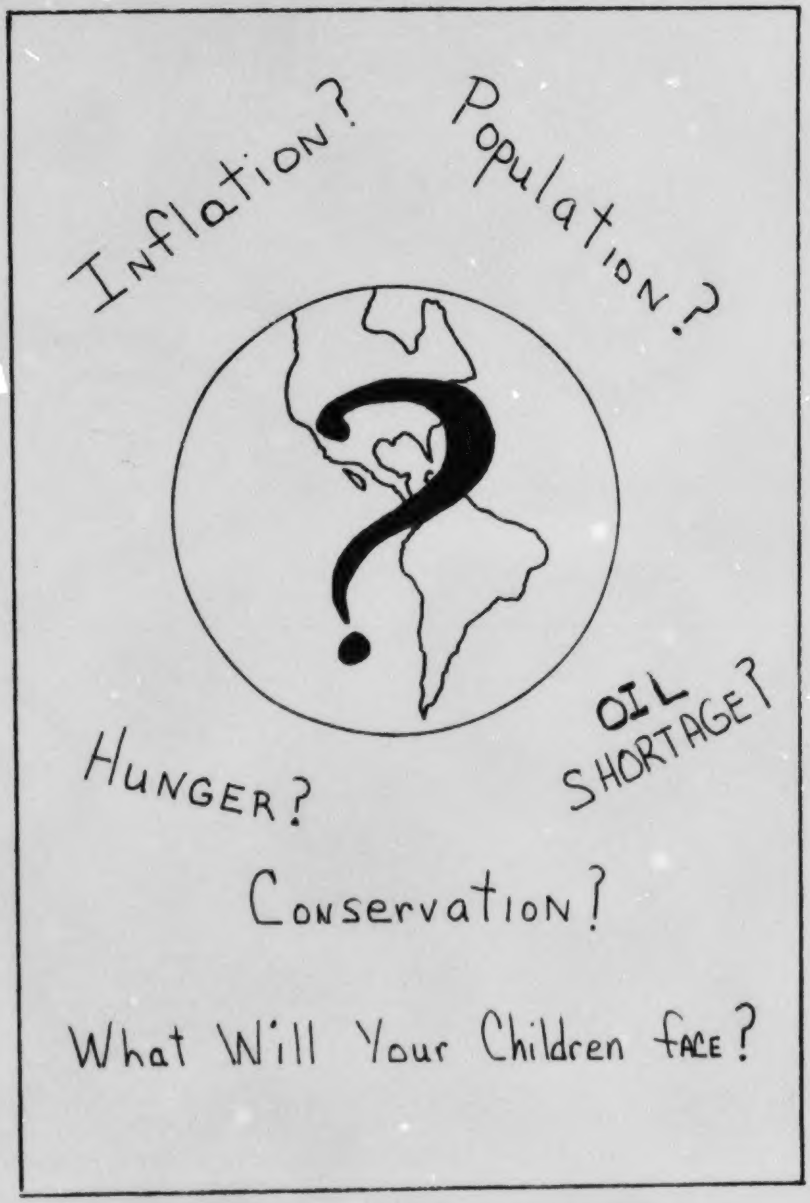
Plastic Jugs******Oat Boxes*******Spools



Reprinted from: Learning Through Play, Vol. 6; Family Life Education, Division of Adult Education; Tri-County Joint Vocational School; Division of Vocational Education; Vocational Home Economics; Family Development, Inc.

Supplement 2.81
CHILD DEVELOPMENT
World Influences

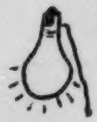
STEPS TO UNDERSTANDING WORLD INFLUENCES


Inflation?
Population?
Hunger?
OIL SHORTAGE?
Conservation?
What Will Your Children face?

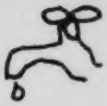
STEPS TO CONSERVING ENERGY

THROUGH

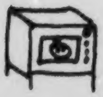
THOUGHTFULNESS



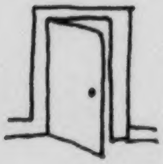
TURN OFF UNNECESSARY LIGHTS



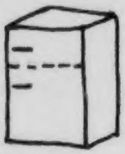
SAVE WATER



TURN OFF T.V. WHEN NOT WATCHING

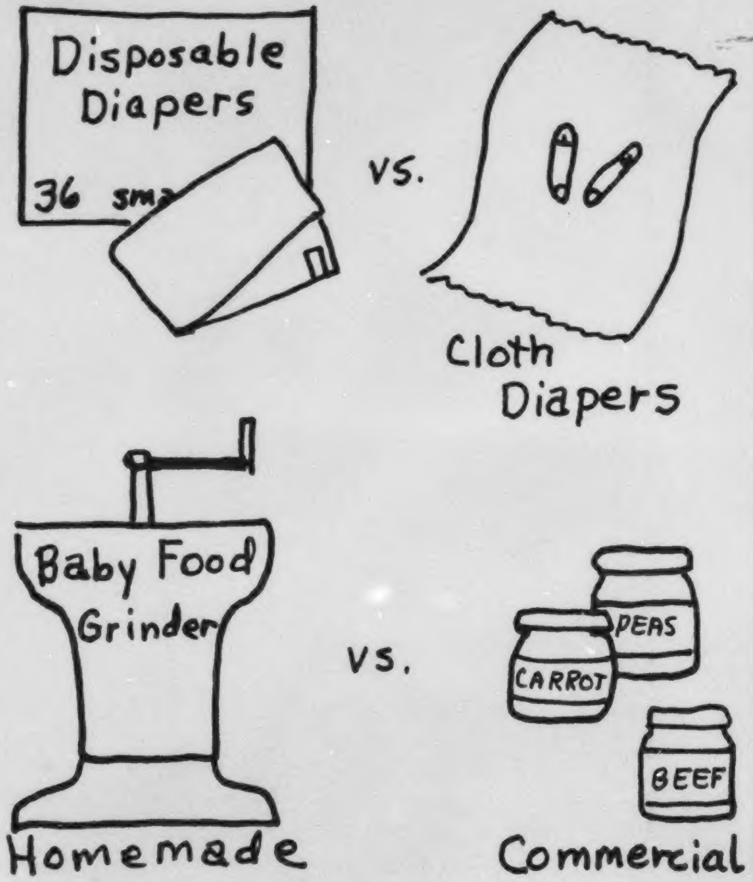


DON'T RUN IN OR OUT TOO MUCH



KNOW WHAT YOU WANT BEFORE OPENING REFRIGERATOR

STEPS TO CONSERVING ENERGY


Disposable Diapers
36 sma
vs.
Cloth Diapers
Baby Food Grinder
vs.
PEAS
CARROT
BEEF
Homemade
Commercial

WHAT FORMS OF ENERGY Could Be Saved With Each?

HOW CAN I?

Discuss ways to save non-renewable energy in the daily care of children. Remember to consider: time involved, cautions, amount of human energy involved, etc.

1. Keep baby/young child in warmest room in house in cold weather:
   keep rest of house cooler.
   use space heater.

2. Dress warmer in cold or cool weather; (refer to Clothing and Textiles Unit for suggestions).

3. Dress cooler in warm weather: (refer to Clothing and Textiles Unit for suggestions.

4. Clothing care:
   rinse in cold water.
   hang to dry.
   prevent ironing by removing from dryer while slightly damp.

5. Food:
   serve at room temperature.
   use microwave for reheating.
   watch for bacteria/food poisoning.

1075

Supplement 3.21
CHILD DEVELOPMENT
Energy Concerns
(word scramble)

BABY WORD SCRAMBLE

1. yabb

2. birc tkblnae

3. lettob reeaht

4. reapid

5. sawreh

6. yerrd

7. mrwa thinglco

8. dofo

9. ysto

10. ooitnl

KEY: 1. baby; 2. crib blanket; 3. bottle heater; 4. diaper; 5. washer; 6. dryer; 7. warm clothing; 8. food; 9. toys; 10. lotion.

Supplement 3.31
CHILD DEVELOPMENT
Responsibility

YOU NAME IT

Directions for Teacher: Select items that might be safety hazards for young children, such as:

straight pin
penny
marble
match
nail
thumbtack

staple
plastic bag
paper clip
splinter
small piece of styrofoam
dried bean, pea, or corn
pill (such as aspirin or vitamin)

Directions for Students: Make small felt pockets and insert one item in each pocket. Sew shut.

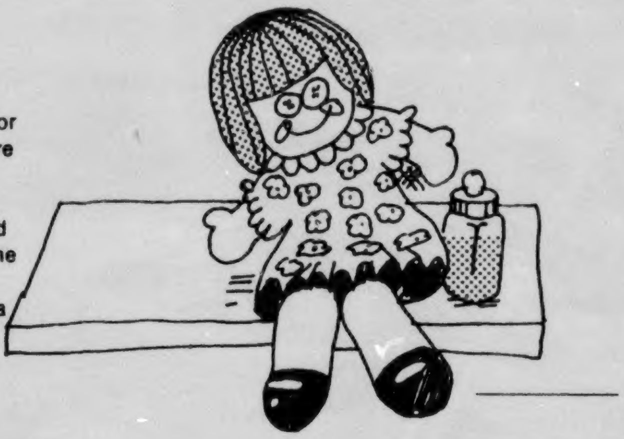
Fill in the columns below with your guess for each item after each step. First look at the pocket. Second, feel it. Third, shake, taste, or what ever needed to identify the object in it.

	Identified			
	Look	Feel	Shake, Taste, etc.	Why is item a safety hazard?
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Choosing A Toy

Supplement 3.31
CHILD DEVELOPMENT
Responsibility

You are in the toy department of your favorite store picking out a birthday present for the five-year-old you sit with (or your brother or sister or cousin). These are some of the toys that are being sold. Because you want to buy a safe toy, you consider all the possible things that could be wrong with each one. You will find some possibilities in the list below. Put the number of each possible hazard that fits a toy into the appropriate spaces.



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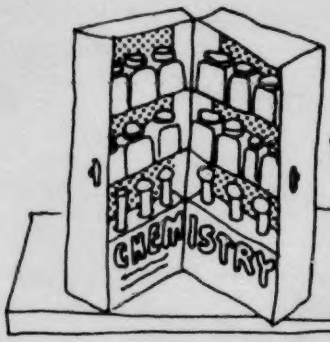
1. Small detachable parts that can be swallowed or lodged in windpipe, ears; or nose.
2. Sharp edges because of poor construction or possible breakage.
3. Wrong toy for the age of child.
4. Propelled objects.
5. Sharp points, wire, pins, or staples that can cut or stab.
6. Loud noises.
7. Electric toys.



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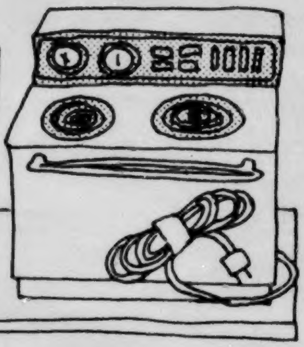

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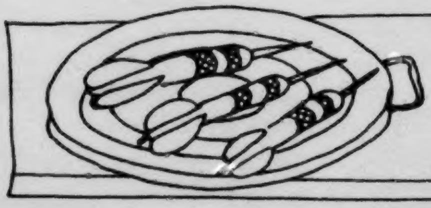

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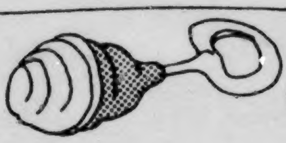

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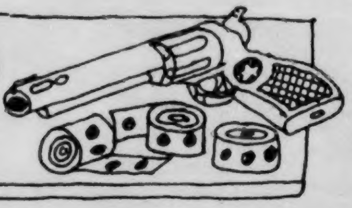

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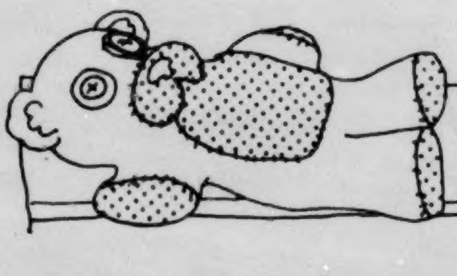

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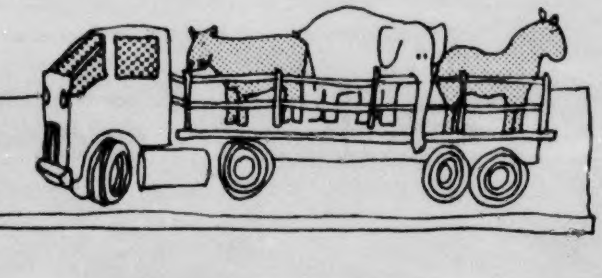


____

Key:

Doll - 1,5
Chemistry set - 3
Toy stove - 2,3,7
Darts - 3,4,5
Wind-up toy - 2,3
Capbuster - 3,6
Teddy bear - OK
Wooden toys - OK

Discussion - Possible Toy Hazards:

1. Sharp edges: Toys of brittle plastic or glass can easily be broken, exposing dangerous sharp cutting edges. Wooden, metal and plastic toys sometimes have sharp edges because of poor construction.

2. Small parts: Tiny toys and toys with small removable parts can be swallowed or become lodged in a child's windpipe, ears or nose. The squeakers in some squeeze toys can be removed and possible swallowed. The seams of poorly constructed stuffed dolls or animals can break open and release small pellets that also can be swallowed or inhaled.

3. Loud noises: Toy caps and some noise-making guns and other toys can produce sounds at noise levels that can damage hearing. The law requires the following label on boxes of caps producing noise above a certain level: "WARNING Do not fire closer than one foot to the ear. Do not use indoors."

4. Sharp points: Broken toys can expose dangerous prongs and sharp points. Pins and staples on dolls' clothes, hair, and accessories can easily puncture an unsuspecting child. Even a teddy bear or stuffed toy can have barbed eyes or wired limbs which can cut or stab.

5. Propelled objects: Projectiles--guided missiles and similar flying toys--can be turned into weapons and can injure eyes in particular. Arrows or darts used by children should have soft cork tips, rubber suction cups or other protective tips intended to prevent injury.

6. Wrong toy for the wrong age: Toys that may be safe for older children can be extremely dangerous in the hands of little ones.

7. Electric toys: Electric toys that are improperly constructed, wired or misused can shock or burn. Electric toys must meet mandatory requirements for maximum surface temperatures, electrical construction and prominent warning labels. Electric toys with heating elements are recommended only for children over eight years old.

Discuss whose responsibility it is to make sure toys are maintained and stored properly. Emphasize to your students that the best protection of all is the regular inspection of a child's playthings by responsible adults and the constant supervision of children as they play. Discuss with your class these six toy maintenance suggestions:

1. Check toys regularly for breakage and possible hazards. Unsafe toys should be repaired or discarded immediately.

2. Wooden toys might develop rough edges or splinters. Sand rough spots until smooth.

3. Repaint toys only with paint intended for household use, which must contain less than 0.06% lead. Read the label to be sure.

4. Teach children to store their toys safely as soon as they finish playing with them.

5. Toys used outdoors must be stored properly. Rain or dew may rust or damage toys and toy parts, which may also create possible hazards.

6. Check toy boxes for safety. A toy chest should have a lightweight lid and ventilation holes in case a child gets inside. Examine the edges and hinges for spots that could cut, pinch, or squeeze.

SOURCE: Door to Home Safety. U.S. Product Safety Commission.

Safety Checklist For Super Sitters

Supplement 3.31
CHILD DEVELOPMENT
Responsibility

Whether you are a young man or a young woman, you will probably be called upon sometime soon to stay with a child while its parents are away. You will be in charge, wholly responsible for another person's well-being and safety. This checklist will help you get together some important information you will need. Take it with you the next time you are the sitter, and be sure it is filled out before the parents leave.

Parents will be at ____________________
(address and phone number)

IMPORTANT PHONE NUMBERS:

Doctor ____________________ Police ____________________
Neighbor ____________________ Fire ____________________
Poison Control Center ____________________ Rescue Squad ____________________

Read over instructions with parents before they go.

Where are the first-aid supplies kept? ____________________

Do children need any medicine? What? ____________________

____________________ How much? ____________________

When? ____________________

Where are matches, candles, or (better still) a working flashlight kept (in case the lights go off)? ____________________

Is there a fire extinguisher in the house? __________ Where is it located? __________

____

Is there a smoke alarm? ____________________

Locate all the possible exits from the house. ____________________

____

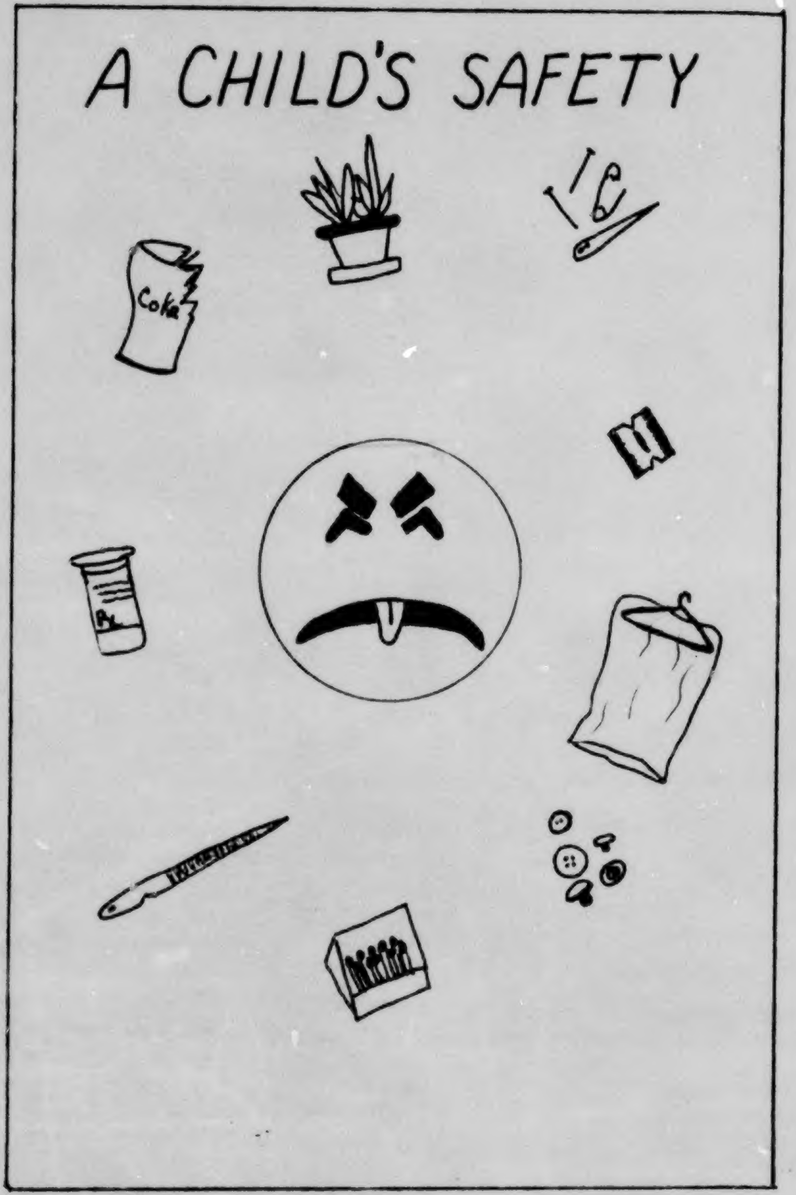
Know how to lock and unlock all the doors.

Some Safety Tips For Super Sitters

1. Be prepared for emergencies. They *can* happen.
2. Keep your IMPORTANT PHONE NUMBERS beside the telephone.
3. Have the children's parents show you through the house pointing out these things:
   - all emergency exits
   - appliances, exposed heating elements
   - where medicines, bleaches, and household cleaners are kept
   - the children's clothing and playthings.
4. If you must give medication, ask the parents to leave the measured dosage.
5. Keep doors and windows locked for safety.
6. In case of accident or illness, call the parents (or neighbor or doctor).
7. In case of fire, remember that your first duty is to get the children safely out of the house. Call the fire department from a neighbor's house.
8. Never open the door to strangers. If there is a question, call the parents while door is still latched.
9. Always supervise the children's play—where they play and what they play with. Practice the safety rules you have learned.

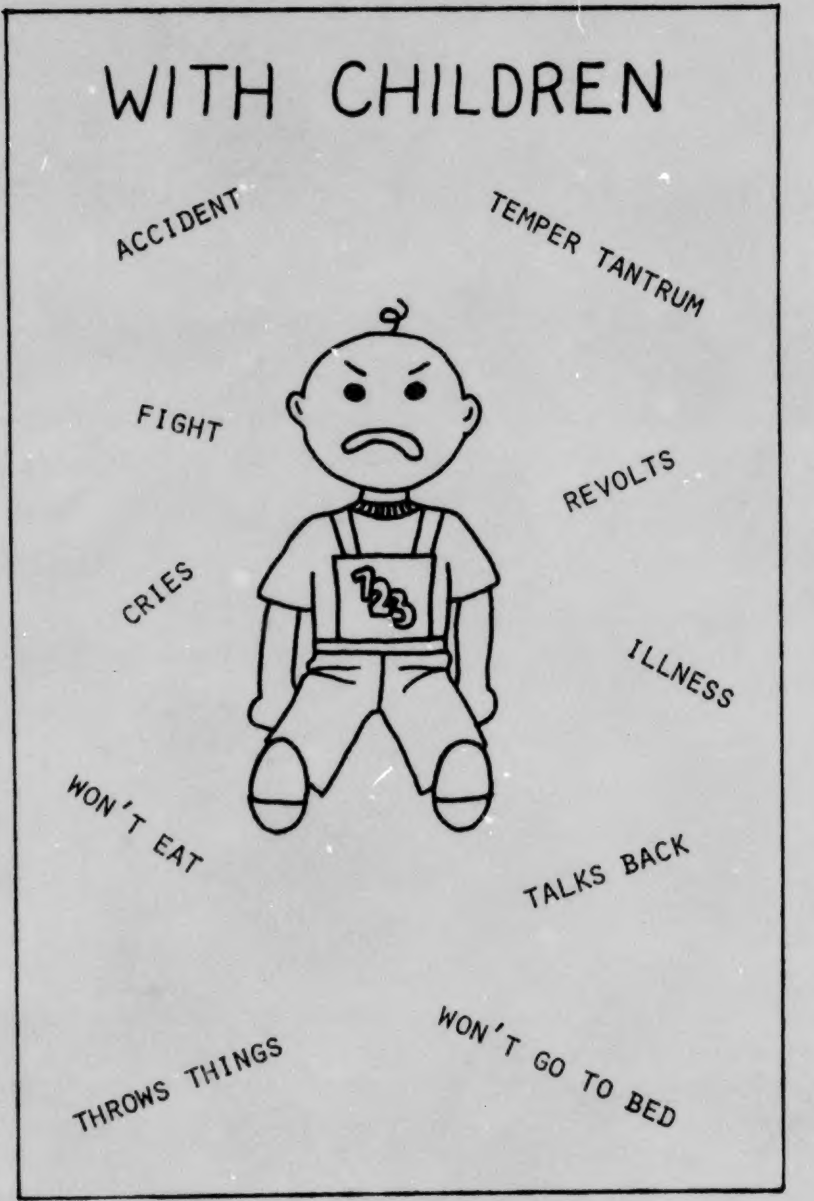
SOURCE: Door to Home Safety. U.S. Product Safety Commission.

STEPS TOWARD RESPONSIBILITY


A CHILD'S SAFETY
Coke
Rx

Note: Actual objects dangerous to small children can be placed around Mr. Yuck.

COPING--**STEPS** TO SURVIVING


WITH CHILDREN
ACCIDENT
TEMPER TANTRUM
FIGHT
REVOLTS
CRIES
123
ILLNESS
WON'T EAT
TALKS BACK
THROWS THINGS
WON'T GO TO BED

WHAT WOULD YOU DO?

1. Susie is babysitting with Joey, an active four year old. While running outside he falls and cuts his head on corner of a step. If you were Susie, what would you do?

2. Tommy is caring for his two younger brothers while his mother is grocery shopping. He opens the door to his parent's bedroom and it is filled with smoke. If you were Tommy, what would you do?

3. Amy is babysitting with Sarah, age 4, and Beth, age 6 months. Sarah disturbs Beth's sleep by slamming doors, screaming in the house, and even shaking her crib. If you were Amy, what would you do?

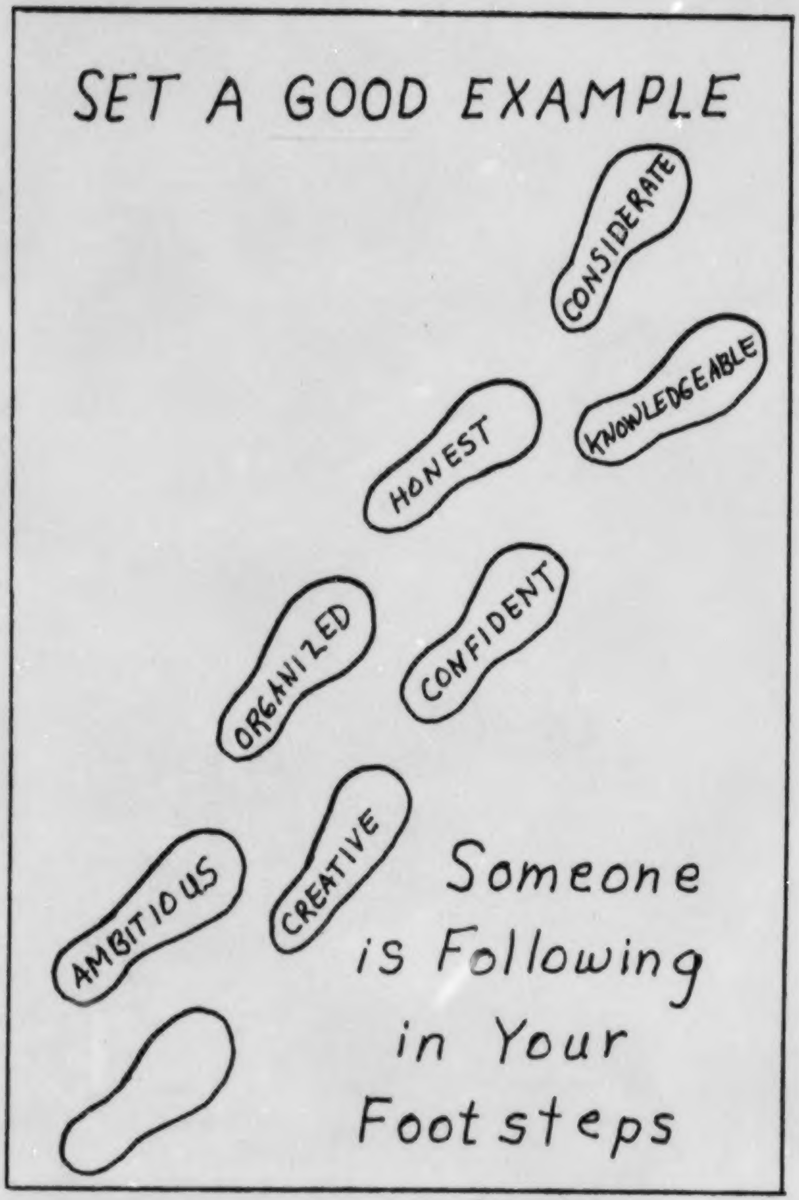
4. Jamie, 2 years old, is eating a sucker. June, his sister, realizes he has bitten the stick in two and is choking. If you were June, what would you do.

5. Jeff is babysitting with Stacey, a 3 year old, who has picked up a snarp knife from the counter to cut an apple. If you were Jeff, what would you do?

6. Julie and Jimmy are fighting over which T.V. program to watch. Sharon, their older sister is caring for them while their parents are at P.T.A. If you were Sharon, what would you do?

7. Tracy is playing in the yard and gets stung by a bee. His foot swells and turns red, and he is crying frantically. If you were responsible for Tracy that day, what would you do?

STEPS TO LEADERSHIP


SET A GOOD EXAMPLE
CONSIDERATE
KNOWLEDGEABLE
HONEST
CONFIDENT
ORGANIZED
CREATIVE
AMBITIOUS
Someone is Following in Your Footsteps

Supplement 4.11
CHILD DEVELOPMENT
Careers

STEPS TO A CAREER

WITH CHILDREN

Supplement 4.11
CHILD DEVELOPMENT
Careers

CAREER WORD SCRAMBLE

1. COSLIA RRKWOE

2. NROCUSLEC

3. COOTSPGSIHLY

4. MAYILF TPHIREAST

5. NAAIIIEPDTCR

6. HSPCEE TTPHRIEAS

7. DOOGSTAUILT

8. CEEATRH

9. HDCLI CREA EDIA

10. KEEHAMMRD

11. TTYBRBESIA

12. SNERU

13. RWTREI

14. AIPYTISSHCTR

15. YARLWE

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16. TOFERS EATRPN

Answers

CAREER WORD SCRAMBLE

1.	COSLIA RRKWOE	SOCIAL WORKER
2.	NROCUSLEC	COUNSELOR
3.	COOTSPGSIHLY	PSYCHOLOGIST
4.	MAYILF TPHIREAST	FAMILY THERAPIST
5.	NAAIIIEPDTCR	PEDIATRICIAN
6.	HSPCEE TTPHRIEAS	SPEECH THERAPIST
7.	DOOGSTAUILT	AUDIOLOGIST
8.	CEEATRH	TEACHER
9.	HDCLI CREA EDIA	CHILD CARE AIDE
10.	KEEHAMMRD	HOMEMAKER
11.	TTYBRBESIA	BABYSITTER
12.	SNERU	NURSE
13.	RWTREI	WRITER
14.	AIPYTISSHCTR	PSYCHIATRIST
15.	YARLWE	LAWYER
16.	TOFERS EATRPN	FOSTER PARENT

Supplement 4.11
CHILD DEVELOPMENT
Careers

WHO CAN I BE?

Investigate careers that are most interesting to you without being limited by impressions from others or yourself? You may find information in printed materials or from community people. Share your findings with the rest of the class.

Choose one career that is most fascinating to you. Plan and conduct an interview with someone who is currently in that career. This interview may be a personal interview, a telephone interview, or a mailed interview. You may want to include the following questions:

- How long has the professional been in this position?
- What training did the professional have?
- What are the satisfactions/dissatisfactions that one gets from this type of position?
- Are there opportunities for advancements? If so, in what way: responsibility, salary, or other?
- What is your reaction to the person interviewed? Happy? What makes you think so? Is the position interesting or is the person doing it simply to earn a salary?
- What kind of clothes does the person wear?
- At what time of day, and for how long, does the person work?
- How does he/she get to work each day and how long does it take?
- Does the job include being away from home much of the time? How does the person's family feel about this? What does this do to social life?
- Does the work lend itself to making on-job friends?

Any additional questions?

Source: Career Education Team, School of Home Economics, Ohio University, 1981.

STEPS

SURVIVING TODAY'S EXPERIENCES AND PROBLEMS SUCCESSFULLY

HOUSING

HOUSING

Most predictions are that people in the U.S. need to lower expectations insofar as houing for the future is concerned. The price of housing, including high interest rates, has made the cost of new housing beyond the reach of the average family without investing a much higher proportion of income in housing than has usually been recommended. Space for constructing new housing is at a premium in most areas and conventional building materials are growing scarce.

This unit emphasizes developing appreciation for what we have. During the past years of affluence, teenagers and adults have developed high expectations in regard to housing and often took what we have for granted. Yet many of our students live in substandard housing, which they may be able to improve only through personal effort. Appreciation may sometimes come down to being thankful that we have a roof over our head. The activities encourage the attitude that my home is OK; your home is OK.

Along the same lines, the unit includes a section on voluntary simplicity. Many of us have more than we really need. It is wasteful of the world's resources to maintain and heat more space than we actually need and to replace furnishings and equipment that are still useable or that could be recycled or repaired. The unit encourages creative solutions to the problems of sharing space and household goods. It has many activities for teaching safety in the home and emphasizes the big users of energy in the home: space heating and heating water.

The Housing Unit introduces another concept that at first glance may appear contradictory to voluntary simplicity. This concept is technology, particularly microcomputers. At the rate at which families are buying them, microcomputers may soon become standard household equipment. What people do with them is another matter; hence this unit helps studens explore their uses and capabilities of different models. The microcomputer takes little energy to operate and prices are dropping rapidly. Toffler's book The Third Wave includes a chapter, "The Electronic Cottage," in which he outlines predictions of how the computer will change home life and work.

Ideas for FHA Chapter activities and Extended Learnings in the home and community are listed at the end of the unit. Modules from HOME for STEPS that relate to the unit are listed within the unit as well as with Extended Learnings. Supplements are in the latter part of the unit.

CONCEPT CHART

HOUSING

			Lesson Topic
1.0	**MY HOME**		
1.10	Introduction	1.11	Houses, dwelling, home
1.20	Appreciation	1.21	Positive aspects of own dwelling
		1.22	Positive aspects of other housing
1.30	Self-image	1.31	Reflection/effect on self-image
2.0	**MY FAMILY'S HOME**		
2.10	Human Relationships	2.11	Effect of housing on relationships
2.20	Human Relationships	2.21	Attitude toward sharing
2.30	Coping/Surviving	2.31	Amount of control teenagers have
		2.32	Cope with problems
2.40	Responsibility	2.41	Assuming responsibility
		2.42	Responsibility for home improvement
		2.43	Responsibility for safety
3.0	**VOLUNTARY SIMPLICITY**		
3.10	World Influences	3.11	External factors
3.20	World Influences	3.21	Voluntary simplicity in housing
3.30	Energy Concerns	3.31	Importance of energy conservation in home
		3.32	Energy conservation plan
3.40	Recycling	3.41	Value of extending use
		3.42	Develop plan
3.50	Leadership Qualities	3.51	Identify leadership role in community housing problem
		3.52	Assume leadership role in community improvement
4.0	**TECHNOLOGY**		
4.10	Computers	4.11	Computer uses/effect on family
		4.21	Capabilities - how meet family needs
5.0	**CAREER AWARENESS**		
5.10	Careers	5.11	Opportunities and requirements
5.20	Entrepreneurship	5.21	Feasibility of self-employment

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Unit: HOUSING

Concept : MY HOME - Introduction

Competency 1.10 The learner will differentiate among terms related to housing.

Learner Outcome 1.11 The learner will describe the differences among the terms house, dwelling, and home.

Activities	Resource Materials
Discuss your ideas about the difference between house, home, and dwelling. Check your ideas with definitions in a dictionary. Home--one's dwelling place; abode of one's family. Dwelling--abode; residence; habitation. House--a structure for human habitation; especially a human habitation which is fixed in place and intended for the private occupation of a family or families.	
Read to find out other distinctions between home and dwelling. Discuss which of the terms listed above is the most encompassing. Explore the differences between house and housing. What is included in housing that is not described by the term house?	Chamberlain et al. Teen Guide. pp. 156-157.

Unit: HOUSING **Concept**: MY HOME - Appreciation

Competency 1.20 The learner will recognize positive factors concerning various types of housing.

Learner Outcome 1.21 The learner will identify positive aspects about his/her own dwelling.

Activities	**Resource Materials**
Discuss the bulletin board and list on the chalkboard the positive aspects of the woodchuck's home. Why is he/she proud of it?	Supplement 1.21. STEPS To Appreciation for My Home.
Take part in a popcorn session (pop up with ideas) to identify positive aspects of houses and other dwellings (i.e. warm, doesn't leak, privacy, secure, quiet, big yard, etc.).	
Note to teacher: Many of these aspects can be found in all types of housing. Stress that basic needs can be met through many types of housing.	
Read the first section of "Evan's Corner" (up to the point where Evan settles into his corner). Discuss what you think of his mother's solution. How would a child relate to this story if he/she didn't have a room? What does this say to you about appreciation of your own home? ("Evan's Corner" was written by Elizabeth Hill)	Durr et al. Tapestry (2nd grade reading series). Houghton Mifflin, 1976. pp 153-184.
Complete the chart in the supplement about where you live. Keep in your private file if you like.	Supplement 1.21. What's Good About Where I Live
Read for more information about positive aspects of dwellings that you may have not considered. Add any new positive aspects to the supplement.	Foster et al. Creative Living. pp. 187-191.
Pretend that you are a real estate agent and write an ad describing the good qualities of your house or dwelling.	

Tho[illegible]t for the day: MY HOME IS OK!

Unit: HOUSING **Concept:** MY HOME - Appreciation

Competency 1.20 The learner will recognize positive factors concerning various types of housing.

Learner Outcome 1.22 The learner will identify positive aspects of alternate types of housing.

Activities	Resource Materials
Break into teams and list as many types of alternatives in housing as you can. Present "housing awards" to the team that listed the most types and one to the one with the most origianl alternatives listed (houseboat, tent, tepee, etc.).	
Check resources to find some alternatives you missed or to find out what some are that you are not familiar with.	Sherwood. Homes Today and Tomorrow. pp. 126-146. Foster et al. Creative Living. pp. 188-190. Forecast for Home Economics. "Housing Perspectives," Sept. 1977.
Collect pictures of different types of housing from magazines and newspsper ads. Made a bulletin board.	Supplement 1.22. STEPS To Appreciation for Different Types of Housing.
In small groups, identify at least two positive factors of each of these types of housing. One member of your group should report the positive factors for your group. You may use references if you need to.	
Discuss the questions from Study Sheet after viewing the transparency Everybody's Home.	BASIC CONCEPTS IN HOME ECONOMICS: PROGRAM 2-MANAGEMENT. Maclean Hunter (Butterick).
Complete the supplement to find other positive aspects of various types of housing.	Supplement 1.22. Live "In" and Learn.
Thought for the Day: YOUR HOME IS OK!	

Unit: HOUSING **Concept** MY HOME - Self-Image

Competency 1.30 The learner will identify ways the living environment may reflect and/or affect self-image.

Learner Outcome 1.31 The learner will list ways housing and living environment may reflect and/or affect one's self-image.

Activities	Resource Materials
Decide which type of housing you are "more like". Discuss why you chose each answer and what your choices say about your self-image. Discuss the self-image certain types of housing convey (casual, formal, social, neat, etc.).	Supplement 1.31. Which Type of Housing Are You More Like?
Discuss the bulletin board in relation to the way living environment may affect one's self-image or reflect how you feel about yourself. Read to explore the idea further of the relation of self-image to the living environment. What things can you as a teenager do if your living environment does not reflect how you want to feel about yourself?	Supplement 1.31. Take STEPS To Improve Self-Image: Who Cares? McFarland. Exploring Living Environment. pp. 257, 272-274.
Collect pictures of a dwelling that you would like to live in in the future. Make a bulletin board.	Supplement 1.31. Where I'll Be In 1993.
Read to find out about changes in housing and living environment expected in the future, or ask a realtor, city planner, or extension home economist to speak to class.	Foster et al. Creative Living. pp. 225-229.
In buzz groups discuss how self-image can be projected through housing. Use references as needed.	Sherwood. Homes Today and Tomorrow. pp. 18-20.
Draw a floor plan of your dream home and describe any special features that are "really you."	
Discuss how realistic the plan is. Is it affordable? Does it require more space than you are likely to have? Can you heat and cool it?	

Unit: HOUSING **Concept** MY FAMILY'S HOME - Human Relationships

Competency 2.10 The learner will explain ways family relationships may be affected by housing.

Learner Outcome 2.11 Given descriptions of families and their housing, the learner will give examples of the effect of the amount and arrangement of living space on family relationships

Activities	Resource Materials
List areas of the home which are shared by family members. State who shares the space. Then complete Space Survivors.	Supplement 2.11. Space Survivors.
Role play or discuss situations which show conflicts that arise within the family because of sharing space. Situations might include sister or brothers sharing a bedroom and closet; daughter wanting to fix a snack for her friends while mother is preparing the family's dinner. Include some situations you have encountered.	
Create a bulletin board emphasizing sharing home activities.	Supplement 2.11. Pitching In.
Choose a partner and write a story about the three bears sharing with Goldilocks or the children of the old woman who lived in the shoe.	
Read about and discuss how the arrangements of living space affects relationships. Make a list of some of the examples discussed.	Cowan & Brinkley. A Family Is. pp. 32-33. McGinley. People: Caring, Deciding, Growing. pp. 228-235. McFarland. Exploring Living Environments. pp. 269-272.

Unit: HOUSING **Concept** MY FAMILY'S HOME - Human Relationships

Competency 2.20 The learner will describe how attitude toward sharing family space and possessions affects relationships.

Learner Outcome 2.21 The learner will show how a family sense of "we" instead of "me" in the use of housing can improve relationships.

Activities	Resource Materials
Have a contest to solve sharing problems. The winner is the person or group with the most alternative answers or the most original answers.	Supplement 2.21. What Would Happen If . . . ?
Read to find out about problems and solutions for sharing space, furnishings, and equipment in the home. Discuss the pros and cons of sharing specific items.	Foster et al. Creative Living. pp. 195-198. Chamberlain et al. Teen Guide. pp. 165-179.
Perform the minute dramas and list all possible consequences if you never had to share. Or, list a pet peeve about sharing one or more of the rooms. Discuss the list in relation to attitude toward sharing. Identify the problems you feel are most in need of creative solutions.	Supplement 2.21. To Share or Not to Share. Supplement 2.21. Pet Peeve Board.
View the bulletin board and discuss the importance of having a space of your own and the difficulties that arise when you don't. Finish reading the rest of "Evan's Corner" and discuss what he discovered about sharing.	Supplement 2.21. STEPS To Better Relationships: I Need a Spot of My Own. Durr et al. Tapestry (2nd grade reading series). Houghton Mifflin, 1976. pp 153-184.
Select a partner and conduct the sharing exercise in the supplement. Discuss the questions.	Supplement 2.21. It's Your's; It's Mine!
Have a debate using the topic: Sharing does or does not affect relationships with people.	

Unit: HOUSING **Concept** MY FAMILY'S HOME - Coping/Surviving

Competency 2.30 The learner will apply coping skills to problems in the living environment.

Learner Outcome 2.31 The learner will differentiate between aspects of the living environment over which teenagers can exercise some control and those over which they have little or no control.

Activities	Resource Materials
View the bulletin board and brainstorm aspects of living environments over which teenagers can exercise some control. List ideas on chalkboard and discuss.	Supplement 2.31. Coping: STEPS To Surviving--Beautify.
Discuss ideas about the neighborhood in which you live. What do you like? Not like? Which of these things do you have some influence over?	
Role play situations in which having different standards of neatness or cleanliness causes family conflict.	Supplement 2.31. Family Feud.
Read and discuss ways housing affects us.	Foster et al. Creative Living. pp. 193-195. McFarland. Exploring Living Environments. pp. 272-280. McGinley. People: Caring, Deciding, Growing. pp. 261-276.
Working in groups, develop a chart listing factors in a living environment over which teenagers can have some control. Include in the chart the factors related to environment and how the teenager maintains some control. Present the chart to the class. Examples could be cleaning schedules, cleanliness of own room, personal articles picked up, etc.	
Make a list of things you don't like about your living environment which are beyond your control. Discuss what control you might have over these in the future.	

Unit: HOUSING **Concept** MY FAMILY'S HOME - Coping/Surviving

Competency 2.30 The learner will apply coping skills to problems in the living environment.

Learner Outcome 2.32 Given situations concerning problems in living environments, the learner will apply coping skills to arrive at solutions.

Activities	**Resource Materials**
Role play the situations and discuss solutions to the problems. What other solutions might there be?	Supplement 2.32. Live It and Love It.
Divide into groups and develop other problem causing situations. Present the situations to the class and brainstorm for solutions. Discuss which solutions seem to be reasonable.	
Determine what types of coping strategies have been suggested. Which ones were positive strategies and which were defense mechanisms? Are there other ideas you can suggest?	See INTRODUCTORY UNIT and COPING WITH TODAY UNIT.
Discuss which problems are caused by the desire to "keep up with the Jones's" or impress other people. Which are caused by some real inconvenience?	

Unit: HOUSING **Concept** MY FAMILY'S HOME - Responsibility

Competency 2.40 The learner will demonstrate responsibility for safety, upkeep, and improvement of the home.

Learner Outcome 2.41 The learner will identify areas of housing responsibility that the teenager can assume or has assumed on a regular basis.

Activities	Resource Materials
View the bulletin board and identify housing responsibilities that you can do. Which ones do you do on a regular basis at home? Include jobs outside of the home and farm. Also study the "Clean-up Poster" in Caring For a Home.	Supplement 2.41. STEPS Toward Responsibility for Household Tasks. "Clean Up Poster". Caring For a Home. Proctor & Gamble.
Complete the supplement to find out who usually does what tasks around the home. Then interview someone of your grandparents' generation about his or her chores as a teenager. Compare these with the housing responsibilities you have.	Supplement 2.41. Chores Galore.
Make a collage of household tasks a teenager can assume.	
Read about the benefits of caring for living space and or view the filmstrip Household Basics and do the tudy sheets in order to identify some of the areas of housing responsibilities a teenager can assume on a regular basis.	Foster et al. Creative Living. pp. 215-219. Chamberlain et al. Teen Guide. pp. 178-184. McGinley. People: Caring, Deciding, Growing. pp. 261-270. HOUSEHOLD BASICS. Rubbermaid.
Play the game "The Big Sweep" to find more responsibilities related to keeping the home clean.	Forecast for Home Economics. "The Big Sweep". December 1974, p. F-32.

Unit: HOUSING **Concept** MY FAMILY'S HOME - Responsibility

Competency 2.40 The learner will demonstrate responsibility for safety, upkeep, and improvement of the home.

Learner Outcome 2.42 The learner will describe a home improvement for which he/she has or will assume responsibility.

Activities	Resource Materials
List home improvement projects you have done or helped with. Compile all ideas on the board. Discuss the results of each project or why it was done (improve safety, improve, appearance, save energy and money, make more convenient, preserve the value, etc.).	
Read to find out more about making home improvements. What improvements take a large investment of money in relation to time? Which ones take more time and effort than money. What takes effort and time but practically no money?	Sherwood. Homes Today and Tomorrow. pp. 244-249. Foster et al. Creative Living. pp. 199-203. McGinley. People: Caring, Deciding, Growing. pp. 271-277, 374-380.
Discuss what it would cost to hire other people to do the various projects for you.	
View the filmstrip Make It or Do It Yourself or complete additional worksheets if you saw this filmstrip in the CONSUMER EDUCATION UNIT.	MAKE IT OR DO IT YOURSELF. Maclean Hunter (Butterick).
Choose a HOME/STEPS module to do at home or school. Report results to the class.	HOME/STEPS module HHF-11 Altering Draperies. HHF-15 Paiting a Wall. HHF-21 Making Throw Pillows. HHF-22 Hanging Wall Accessories. HHF-26 Pruning Shrubs. HHF-58 Caulking Seams and Cracks. HHF-59 Replacing a Faucet Washer. HHF-61 Unclogging a Drain.

Unit: HOUSING **Concept** : MY FAMILY'S HOME - Responsibility

Competency 2.40 The learner will demonstrate responsibility for safety, upkeep, and improvement of the home.

Learner Outcome 2.43 The learner will identify areas of responsibility for safety in the home.

Activities	**Resource Materials**
View the transparency, Home Safe Home. How might items listed cause accidents? Who is most likely to get hurt with each? Of how many were you aware as hazards?	Supplement 2.43. Home Safe Home.
Unscramble the words in the supplement and discuss the final message. Find out other safety pointers related to Part I from your teacher.	Supplement 2.43. Everything in Its Place.
Find the hazards pictured in Sloppy Storage. Check results with the teacher and discuss why each is a hazard.	Supplement 2.43. Sloppy Storage.
Play the matching game Stop the Fire Before It Starts and discuss further information about electrical hazards with your teacher.	Supplement 2.43. Stop the Fire Before It Starts.
Have a speaker from the fire department talk about fire prevention in the home. Ask about what to do if you have a fire at home - or what to do in a public building such as school or hotel. Find out how fire/smoke alarms work. Discuss your responsibility if you know someone who is an arsonist. What can be done?	
Find the hazards related to structures such as doors, stairs, floors, bathrubs, and fireplaces. Discuss why each can be a hazard.	Supplement 2.43. Structural Hazards
Check your knowledge of hazards outside the home and discuss the hazard.	Supplement 2.43. Safety Outside Your Home.

Activities	Resource Materials
Decide what to do first if an accident is about to happen. Discuss the answers.	Supplement 2.43. An Accident About to Happen: What Do You Do First?
Complete the chart on correcting hazardous situations and share your answers.	Supplement 2.43. How Would You Correct This Situation?
Take the Home Safety Quiz. Note that some of the information is in other units in STEPS.	Supplement 2.43. Home Safety Quiz.
Play the game Hazardous Duty. Note to teacher: this game requires part of the period for a week, so you should go on with other lessons. Give students a chance to meet in teams briefly each day. You may also need to gain the cooperation of parents in this activity.	Supplement 2.43. Hazardous Duty.
Choose one of the HOME/STEPS modules on home safety to complete.	HOME/STEPS modules: HHF-63 Installing and Using a Smoke/Fire Alarm System. HHF-64 Monitoring the Home for Electrical Hazards. HHF-65 Applying Pesticides in the Home. HHF-66 Handling, Storing, and Disposing of Hazardous Materials. HHF-67 Storing Firearms.

Unit: HOUSING **Concept** VOLUNTARY SIMPLICITY - World Influences

Competency 3.10 The learner will identify world influences that affect housing decisions.

Learner Outcome 3.11 Having identified external factors, the learner will describe possible effects on local housing decisions.

Activities	Resource Materials
Discuss how the earth looks from space. Did you see shots of earth taken on the moon or from elsewhere in space? What can you tell from that distance about where people live? How does the close-up view compare?	
View the bulletin board and write a paragraph identifying the world influences that might cause us to build homes in space.	Supplement 3.11. STEPS To Understanding World Influences: Space Home.
Have a realtor, extension home economist, or another person familiar with housing predictions talk to your class about the housing situation today as compared to 10 years ago. Ask the person to also discuss predictions for the future that will affect housing (many new households have created shortage of places to rent or buy; smaller families may mean less demand for larger houses unless more than one generation or more than one family lives together; cost of housing may prevent new families from buying a house; energy costs; shortage of building materials; high interest, etc.).	
Read to find out more about the effects of neighbors and neighborhoods on housing decisions.	McGinley. People: Caring, Deciding, Growing. pp. 278-283. Foster et al. Creative Living. pp. 221-224.

Activities	Resource Materials
Divide into two teams. One team will write external factors affecting housing decisions on the board or freezer paper. The other team will explain how the factors affect housing decisions. Example: more insulation, smaller homes. Draw a picture of a home in the future, considering factors discussed.	

Unit: HOUSING **Concept** VOLUNTARY SIMPLICITY - World Influences

Competency 3.20 The learner will relate voluntary simplicity to housing.

Learner Outcome 3.21 The learner will explain voluntary simplicity in relation to housing.

Activities

Discuss what you think is meant by the term voluntary simplicity. Then look it up in the supplement. List as many examples of ways people can live more simply. Place examples of the ideas on the chalkboard under different headings such as food, clothing, housing, transportation, etc.

Read the rest of the supplement listed above and discuss why people suggest adopting voluntary simplicity in our lives. How does this differ from ideas in the past few years? How does it differ from ideas that would have worked in earlier times? What may happen if people don't voluntarily consume less?

Find pictures and articles from magazines and newspapers related to voluntary simplicity in housing. (The term may not actually be used.) Show and explain your examples to the class.

Make a list of the things in or about your home that you are accustomed to. Divide the list into three categories: Things I Can't Do Without; Things I Can Do Without; and Things I Can Do Without If I Have To. Compare your lists with those of other students.

Find music or records of old songs that suggest voluntary simplicity: Give Me the Simple Life, The Best Things in Life Are Free, etc. Make up some new song titles (and/or songs) along this theme.

Resource Materials

Supplement 3.21. A Simpler Life.

Unit: HOUSING **Concept :** VOLUNTARY SIMPLICITY - Energy Concerns

Competency 3.30 The learner will plan ways to reduce energy consumption in the home.

Learner Outcome 3.31 Having identified types and amounts of energy used in the home, the learner will describe the importance of energy conservation in the home.

Activities	**Resource Materials**
View the bulletin board and discuss different types of energy used in the home. Which of those shown are non-renewable?	Supplement 3.31. STEPS To Conserving Energy Through Energy Combinations. Chamberlain et al. Teen Guide. pp. 246-249.
Conduct a survey to determine the number and kind of applainces found in your home. Use worksheet 1, Appliance Poll.	CHOOSING AND USING SMALL APPLIANCES. Maclean Hunter (Butterick). worksheet 1.
Interview a parent or grandparent concerning the appliances found in their home when they were teenagers.	
Using the results from the two surveys, compare past and present appliances, their uses, and energy consumption.	
Study the pictures in National Geographic to see how heat is lost from buildings. What areas of the buildings lose the most heat? What would be other factors that determine how much heat is lost?	National Geographic Society. A Special Report in the Public Interest: Energy, Facing Up to the Problem, Getting Down to Solutions. February 1981, pp. 18-19.
Listen to a speaker from a utility company explain why it is important to conserve energy in the home.	
Do research to find out the estimated amount of gas and oil left in the world to use and how long it may last.	

Activities	Resource Materials
Plan and carry out a "no energy" weekend at home (no hair dryer, TV, curling iron, etc.). Keep a diary of things you do and feelings you have.	
Construct a bulletin board Bank Both Energy and Money. Write ways to save on the bills.	Supplement 3.31. Bank Both Energy and Money.
Study the transparency to determine ways the family could save energy.	Supplement 3.31. Can You Identify All The Things.
Take the quiz to find out your EQ. Discuss how you you scored.	Supplement 3.31. Discover Your EQ (Energy Quotient).

Unit: HOUSING **Concept** VOLUNTARY SIMPLICITY - Energy Concerns

Competency 3.30 The learner will plan ways to reduce energy consumption in the home.

Learner Outcome 3.32 Having determined energy saving techniques appropriate for the home, the learner will make an energy conservation plan for use within his/her home.

Activities	**Resource Materials**
Play game Dollars and Sense. Decide where you could improve.	Supplement 3.32. Dollars and Sense.
View the film and discuss in relation to a personal energy conservation plan.	Film: King Zog and the Energy Crunch. On loan from WVa Fuel and Energy Office.
Study the transparency to see where energy is used in the home. Identify the areas that would make the most difference in energy use in the home.	Supplement 3.32. Where Can I Really Save?
Brainstorm ideas for reducing energy use in the biggest areas. Read to find other ideas.	USDA Yearbook. Cutting Energy Costs.
Have a speaker from the extension service or utility company to discuss ways to help control temperature through use of fans; shutting/closing windows; draperies, shades; draft stoppers; auxillary heat sources; etc. Discuss safety factors in relation to fireplaces and stoves as well as energy consumption. Also discuss with older people what families did to help regulate temperature before airconditioning and central heating.	
Study the chart, Electrical Appliance Usage, and list other ways that you could make major savings. Consider amount of use in relation to average consumption.	Supplement 3.32. Electrical Appliance Usage.
Play the games and discuss ideas you can use in your home.	Supplement 3.32. You--The Energy Game. Supplement 3.32. Save a Watt Game.

Activities	Resource Materials
Develop a plan for energy conservation in your own home. Divide into two sections: ideas that do not involve costly changes and those that would require greater investment but that would result in large savings. Discuss with your family and decide which parts of your plan are practical for you to adopt.	
Complete a HOME/STEPS module.	HOME/STEPS Modules: HHF 23 - Making a Quilt. HHF-58. Caulking Seams and Cracks.

Unit: HOUSING **Concept** VOLUNTARY SIMPLICITY - Recycling

Competency 3.40 The learner will identify ways to extend the use of household equipment and furnishings.

Learner Outcome 3.41 The learner will explain the value of extending the use of household equipment and furnishings.

Activities	Resource Materials
Discuss the bulletin board. How do you think these items got in this shape? What can be done?	Supplement 3.41. Recycling--STEPS To Saving: Save Me!
Look at an exhibit or pictures of various household items marked A,B,C, etc. Estimate (on paper) the life expectancy for each item. Then compare notes with classmembers. What is the range of the estimates? The average? Discuss factors that would make a difference?	
Discuss ways that the life of household items can be extended. Check prices on several items. Find out the difference in the cost to use them per year based on at least two different estimates of how long it might last.	
Using the supplement, interview five people to find out how each person extends the use of household equipment and furnishings.	Supplement 3.41. Use It Again, Sam.
Determine for each person interviewed, the amount of money saved by extending use. Was sufficient money saved to cover the amount of time, effort, and materials used?	"Home Furnishings Tips". Forecast for Home Economics. April 1979, pp. 48-49.
Discuss reasons other than money saved for extending the use of household equipment and furnishings.	

Unit: HOUSING

Concept VOLUNTARY SIMPLICITY - Recycling

Competency 3.40 The learner will identify ways to extend the use of household equipment and furnishings.

Learner Outcome 3.42 Having surveyed personal or family activities, the learner will develop a plan for extending the use of household items.

Activities	Resource Materials
Add the best ways to extend the use of household items to the bulletin board.	Supplement 3.42. Recycling--STEPS To Saving: A Bushel of Ideas to Recycle in the Home.
Play the game, Garage Sale and identify other ways to recycle.	Game: Garage Sale. Nasco.
Using poster from filmstrip kit, discuss the uses of small appliances for cooking. Identify all appliances that may have multiple uses.	CHOOSING AND USING SMALL APPLIANCES. Maclean Hunter (Butterick).
List 10 or more personal or family activities. List the household items used for these activities. Develop a plan to make them last longer.	
Complete one or more of the HOME/STEPS modules.	HOME/STEPS Modules: HHF-11 Altering Draperies. HHF-21 Making Throw Pillows. HHF-23 Making a Quilt. HHF-27 Refinishing Furniture. HHF-58 Caulking Seams and Cracks. HHF-59 Replacing a Faucet Washer. HHF-62 Replacing a Plug.

Unit: HOUSING **Concept** VOLUNTARY SIMPLICITY - Leadership Qualities

Competency 3.50 The learner will use leadership qualities to exert a positive influence on others about housing concerns.

Learner Outcome 3.51 The learner will identify leadership roles in solving and/or aleviating housing problems in the community.

Activities	**Resource Materials**
Identify housing concerns in the community that go beyond those in your own home. What are the most pressing problems concerning housing in the community? Are there other problems concerning shared facilities in the community (parks, playgrounds, etc.)? Do other people have special problems?	Program Action Impact. Future Homemakers of America.
Tour your community and pretend you are a stranger seeing it for the first time. What is your impression? What needs to be changed? What would make you want to live here?	
Invite a guest speaker from your community or another community that has made big strides in community improvement. Ask how it was done.	
Find out what groups are already working to improve your community. Send teams from the class to interview representatives from these groups. Ask how youth could be involved.	
Find out who the leaders are in community improvement movements. What is the source of their power? Elected officials, volunteers, etc.	

Unit: HOUSING **Concept** VOLUNTARY SIMPLICITY - Leadership Qualities

Competency 3.50 The learner will use leadership qualities to exert a positive influence on others about housing concerns.

Learner Outcome 3.52 The learner will assume a leadership role in a community improvement project.

Activities	Resource Materials
Mount the symbols for STEPS For Planning from Program Action Impact around the room and record ideas on large sheets of paper under each symbol as you work.	Program Action Impact. Future Homemakers of America.
Choose a community improvement project that needs to be done in your community.	
Develop a plan of action.	
Secure support for the plan and assign tasks.	
Work out a plan to check the work as it is done.	
Evaluate the results.	

Unit: HOUSING **Concept** TECHNOLOGY - Computers

Competency 4.10 The learner will identify implications of computers in the home.

Learner Outcome 4.11 The learner will describe some uses of computers in the home and predict effects on the family.

Activities	**Resource Materials**
View the bulletin board, Super Mac. Try to think of some uses of home computers or microcomputers (games; serious home uses: household budgets, card lists, and addresses, tax records, investment information recipe file, food inventory, learning centers, etc.). Add these to the bulletin board as some of others Super Mac's possible uses. As you think of or find more in your reading, add to the bulletin board.	Supplement 4.11. Super Mac.
Divide into groups and read to find out more about home computers today and in the future. Discuss findings within your group or with the class, adding any new ideas to the bulletin board.	Foster et al. Creative Living. pp. 227- Chamberlain et al. Teen Guide. pp. 252-258. Supplement 4.11. Microcomputer Reference List.
Make a collage of a variety of home computers in use by various family members.	
Discuss various effects the microcomputers could have on home and family life. List both positive and negative effects.	
In small groups, develop a debate for and against the use of the computer in the home.	
Discuss reasons why many people predict that the microcomputer will be standard household equipment within a few years.	

Unit: HOUSING **Concept** TECHNOLOGY - Computers

Competency 4.20 The learner will relate computer selection to family/personal needs.

Learner Outcome 4.21 Given a list of computer capabilities. the learner will tell how these can meet individual or family needs.

Activities	**Resource Materials**
Make a list of home computers by brand name (Apple I, II, III, Atari, Compcolor, PET, Intellivision, Sorcerer, TI-99/4, TRS-80, etc.).	
Complete the Computer Word Search in the supplement to familiarize yourself with terminology. Find definitions for these words.	Supplement 4.21. Computer Word Search. Wood. Computer Awareness. South-Western.
Invite a computer dealer to visit your school and demonstrate a microcomputer, or visit stores to see a variety of home computers. Find out what each computer can do, its advantages and disadvantages. Ask for clarification of terms you did not understand in the word search.	
Or invite someone who has a home computer and is well versed in its use to come to class and demonstrate and discuss its possibilities with you.	
Learn to use a microcomputer if one is available in your school.	
Choose a specific computer model, research it, and give an oral report on the following. -What types of problems and games does this computer solve and play? -What types of programs are available? -How would this computer be of use to family members? -What is the cost of the computer? Are different priced models available? -What extra materials are needed and their costs? -What is the potential of the computer?	

Activities	Resource Materials
Compile a chart of models and their capabilities. Decide on your personal and family needs for a computer. Make a list of these. Determine which model meets these needs. Brainstorm ideas for future uses of computers in the home.	

Unit: HOUSING **Concept** CAREER AWARENESS - Careers

Competency 5.10 The learner will determine some career opportunities in the housing area.

Learner Outcome 5.11 The learner will identify career opportunities in the area of housing and describe requirements.

Activities	**Resource Materials**
View the bulletin board and list career opportunities in housing. (Examples: interior design, construction, home furnishings, salespeople, real estate.)	Supplement 5.11. STEPS To a Career in Housing: Tools of the Trade.
Have a panel of people with different careers related to housing and home furnisings speak to the class.	
Read and use newspapers and yellow pages of phone book to list as many careers related to housing as you can. Find out the requirements for several.	Foster et al. Creative Living. pp. 230-234. McFarland. Exploring Living Environments.
Read or listen to the story "Housing and Home Furnishings" and discuss the questions in Illinois Teacher. Story and questions are on pages 237-238.	"Preparing for the Future." Illinois Teacher. March/April 1975. pp. 231-242.
Test your creativity related to a housing problem. Choose a room or area of the house and plan what you could do in the way of refinements to make it better if cost were no object.	
Complete Supplement 5.11 by listing careers relating to areas given either inside or outside the home.	Supplement 5.11. At Home With Careers.

Unit: HOUSING **Concept** CAREER AWARENESS - Careers

Competency 5.20 The learner will explore entrepreneurship in housing.

Learner Outcome 5.21 Having identified a self-employment opportunity in housing, the learner will explore its feasibility.

Activities	**Resource Materials**
View the bulletin board from the previous lesson, *STEPS To a Career in Housing: Tools of the Trade*. Choose one of the tools and list as many ways as you can that the tool could be used for employment around the home.	Supplement 5.21. *STEPS To a Career in Housing: Tools of the Trade*.
Through discussion and yellow pages of phone book, develop a master list of different jobs around the house that people often hire others to do.	Supplement 5.21. *Master List of Home Jobs*.
Add to the bulletin board, illustrations of people using these tools for *self-employment*.	
Read and role play why people choose different self-employment opportunities.	Foster et al. *Creative Living*. pp. 230-234. Chamberlain et al. *Teen Guide*. pp. 191-197.
Check the Supplement *Want Ads*, then survey local newspapers for self-employment ads. Develop a chart grouping different kinds of housing self-employment under main headings.	Supplement 5.21. *Want Ads*.
Work in buzz groups to determine housing self-employment in your area which would not be feasible in another area and housing self-employment in other areas which are not feasible in your area. Report findings to the class.	

Activities	Resource Materials
Interview six people who are self-employed in a housing related job to determine how each person decided their self-employment was feasible. Invite the local Vocational Director to talk to the class about training available to learn housing trades for self-employment.	Supplement 5.21. Interview Questionnaire.

FHA CHAPTER IDEAS

HOUSING

Resources in TEEN TIMES magazine:

Title	Page number (s)	Issue	Year
Hooked on Upholstery	16-17	Jan/Feb	78
Future Files	12-13	Sept/Oct	79
Roughing It	18-19	Nov/Dec	81

Suggested Activities:

Take a chapter field trip to a home that has been adapted for a handicapped person. Discuss how the changes were made, the costs involved, and sources of aid.

As a chapter, take a field trip to a new home in the area that incorporates energy conserving ideas and equipment in building.

Invite a guest speaker from the fire department to speak to your chapter on safety and/or fire hazards. Family fire escape plans and devices may be included in the discussion.

Sponsor a community meeting with a panel composed of a realtor, contractor, a banker, a mobile home sales representative, and the local housing authority to discuss problems in local housing and possible solutions.

Ask a representative from the local utility companies to present a program on how to buy and use energy conserving appliances, their care, upkeep, and costs of operation.

Sponsor a school cleanup week. Have club/group competition with recognition for greatest achievement.

Sponsor a career day for guest speakers dealing with the housing industry to include builders, contractors, bankers, interior designers, plumbers, electricians, insulators, carpet layers, and cabinet makers.

Use IMPACT process in relation to your community housing situation. Select and carry out a project.

Select a chapter activity from Mainstreaming: Personal Values, Mainstreaming: A Guide to Developing a Program, Mainstreaming: Your Personal Guide. (available from Project MAY, P.O. Box 1781, Longview, Washington 98632)

Select a chapter activity from People. . .Just Like You. (available from Presidents' Committee on Employment of the Handicapped, Washington, D.C. 20210 or U.S. Government Printing Office, Stock Number 040-000-00405-0)

Use as reference for activities Guide to Mainstreaming in Home Economics. (available from Vocational Curriculum Laboratory, Cedar Lakes, Ripley, WV 25271)

Conduct an Energy Audit in your school to see how energy is lost needlessly. Then try to correct the situation--design posters to try to get students to shut doors, turn off lights, etc.

Have a program for members and parents on saving energy in the home. Concentrate on heating, cooling, and hot water use.

SUGGESTIONS FOR EXTENDED LEARNINGS

HOUSING

Interview someone who has had to adapt their housing to meet the needs of a handicapped family member. Find out how they made the necessary changes. Consider what changes could be made in your housing to meet the needs of a handicapped person.

Make and carry out a plan for improving your room or home. Evaluate results in terms of resources used in relation to the outcome.

Survey your home for safety and/or fire hazards. Correct the hazards you found.

Survey your habits related to energy usage. Make and carry out a plan for personal energy conservation in the home or evaluate your home in relation to energy usage. Recommend a plan to your family to reduce energy usage. Select at least one phase of the plan to carry out.

Collect newspaper and magazine articles related to the availability of owner occupied, single family dwellings within 20 years. Report your findings to the class.

Interview persons living in different types of housing. Identify the advantages and disadvantages of each housing type. Find out how they adapt the environment or their routines.

Plan weekly, monthly, and seasonal care for your room. Carry out your plan for at least one month.

Plan a family room that meets the needs of your family. If possible rearrange a room in your home to make it more useful for your family.

Make a list of your responsibilities and arrange according to safety or upkeep. Plan and implement a project that will improve your home in one of the areas.

With your family plan a fire escape plan from your home. Have alternate plans for each person. Review what to do in case of fire.

Organize a file of Instruction Guides for appliances in your home. Review to see that you are using them properly.

Assume responsiblity for cleaning and care of one household appliance for one month.

Plan and conduct a community clean-up day.

Survey your community listing types of housing available. Interview realtors local housing authorities, and families. Analyze whether the housing meets the needs of the people in the community.

Extended Learnings - HOUSING
(continued)

Analyze your home in relationship to space provided for family members and determine if changes could be made to meet individual needs more effectively.

Make a chart showing how family members can share family possessions and space of the home more effectively. Discuss with the family and try out the plan.

Make a list of problems your family must cope with related to your housing. Differentiate between those you have control over and those you don't. Make a list of suggested coping skills that could apply in dealing with the problems. Test your ideas.

Choose a recycling project to provide an item needed for your home. Evaluate the results.

Visit an interior decorator's shop, building contractor and other persons in the housing field. Find out about career opportunities and training needed.

The following HOME/STEPS modules may be used as the basis for Extended Learnings with this unit:

HHF-11	Altering Draperies
HHF-15	Painting a Wall
HHF-21	Making Throw Pillows
HHF-22	Hanging Wall Accessories
HHF-23	Making a Quilt
HHF-26	Arranging Furniture
HHF-27	Refinishing Furniture
HHF-57	Pruning Shrubs
HHF-58	Caulking Seams and Cracks
HHF-59	Replacing a Faucet Washer
HHF-61	Unclogging a Drain
HHF-62	Replacing a Plug
HHF-63	Installing and Using a Smoke/Fire Alarm System
HHF-64	Monitoring the Home for Electrical Hazards
HHF-65	Applying Pesticides in the Home
HHF-66	Handling, Storing, and Disposing of Hazardous Materials
HHF-67	Storing Firearms

SUPPLEMENTS FOR HOUSING

No.	Title of Supplement	Page
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1.21	What's Good About Where I Live?	h-3
1.22	Steps to Appreciation for Different Types of Housing	h-4
1.22	Live "In" and Learn	h-5
1.31	Which Type of Housing Are You More Like?	h-6
1.31	Take Steps to Improve Self-Image: Who Cares?	h-7
1.31	Where I'll Be in 1993	h-8
2.11	Space Survivors	h-9
2.11	Pitching In	h-10
2.21	What Would Happen if . . .?	h-11
2.21	To Share or Not to Share	h-12
2.21	Pet Peeve Board	h-13
2.21	Steps to Better Relationships: I Need a Spot of My Own	h-14
2.21	It's Yours: It's Mine!	h-15
2.31	Coping--Steps to Surviving: Beautify	h-16
2.31	Family Feud	h-17
2.32	Live It and Love It	h-18
2.41	Steps Toward Responsibility for Household Tasks	h-19
2.41	Chores Galore	h-20
2.43	Home Safe Home	h-21
2.43	Everything in Its Place	h-22
2.43	Sloppy Storage	h-25
2.43	Stop the Fire Before It Starts	h-27
2.43	Structural Hazards	h-29
2.43	Safety Outside Your Home	h-32
2.43	An Accident About to Happen: What Do You Do First	h-35
2.43	How Would You Correct This Situation?	h-38
2.43	Home Safety Quiz	h-39
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4.11	Super Mac	h-72
4.11	Microcomputer Reference List	h-73
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5.11	Steps to a Career in Housing: Tools of the Trade	h-78
5.11	At Home With Careers	h-79
5.21	Master List of Home Jobs	h-80
5.21	Want Ads	h-81
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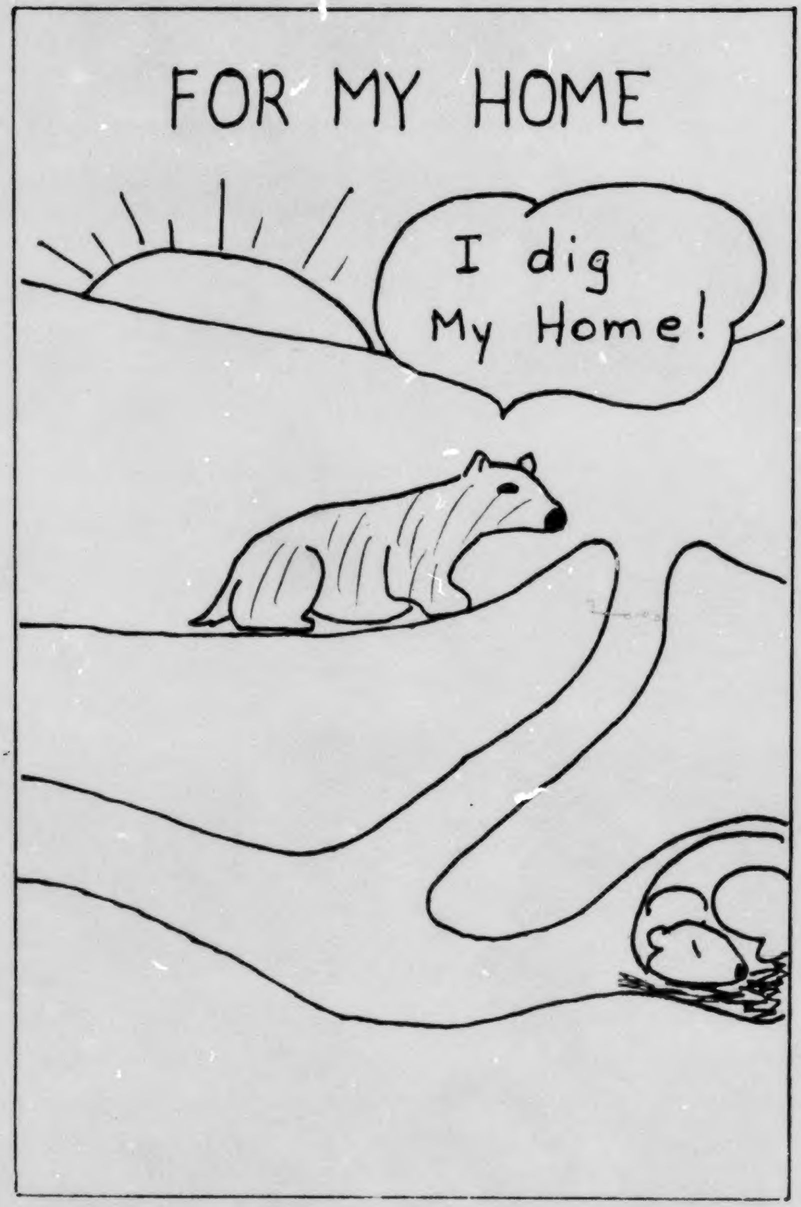
Supplement 1.21
HOUSING
Appreciation

STEPS TO APPRECIATION


FOR MY HOME
I dig My Home!

Supplement 1.21
HOUSING
Appreciation
(worksheet)

WHAT'S GOOD ABOUT WHERE I LIVE?

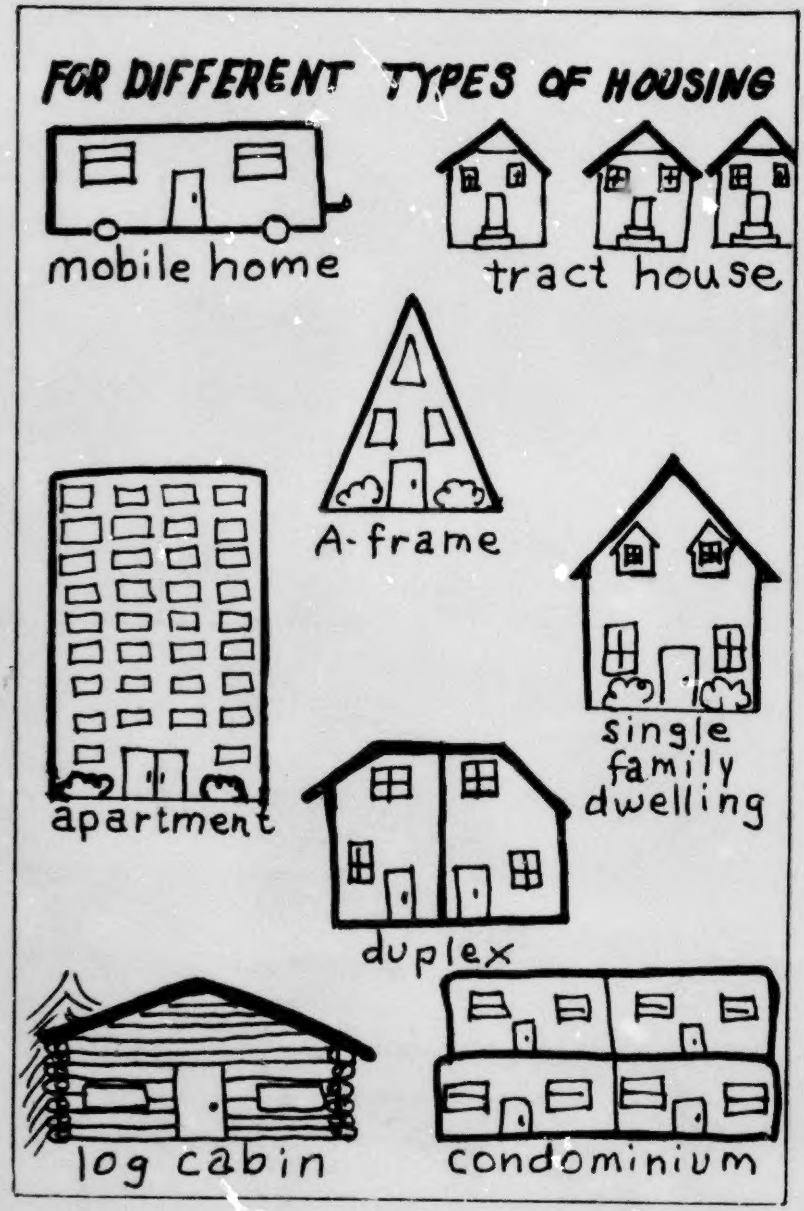
Directions: In the chart below make a list of the good qualities of your home and what you think are areas that could use some improvement. You must have at least three good qualities for each area that needs improvement.

Good Qualities	Needs Some Improvement	I Can Help

Discuss the home improvements you could help complete.

Supplement 1.22
HOUSING
Appreciation

STEPS TO APPRECIATION


FOR DIFFERENT TYPES OF HOUSING
mobile home
tract house
A-frame
apartment
single family dwelling
duplex
log cabin
condominium

Supplement 1.22
HOUSING
Appreciation
(game)

LIVE "IN" AND LEARN

Directions: Select one of the cards with a housing type. List as many positive factors about the type of housing you drew as possible.

Ask each person to stand and give two positive factors about his or her type of housing.

MOBILE HOME	2 - STORY HOUSE	RANCH HOUSE	FARM HOUSE
CONDOMINIUM	TOWN HOUSE	APARTMENT	ROW HOUSE
STUDIO APARTMENT	EFFICIENCY APARTMENT	SOLAR HOUSE	PENTHOUSE
SPLIT LEVEL	MODULAR HOUSE	EARTH HOUSE	SUMMER CABIN

Supplement 1.31
HOUSING
Self-Image
(more likes)

WHICH TYPE OF HOUSING ARE YOU MORE LIKE?

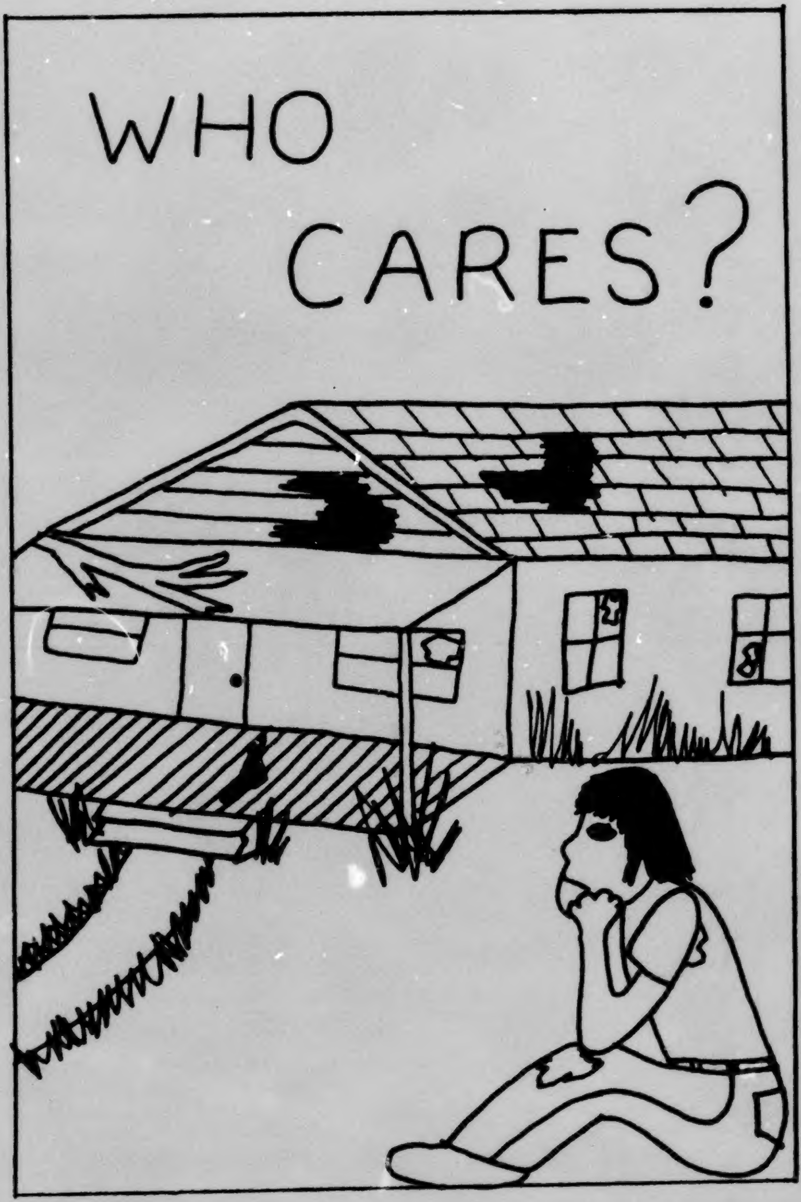
Are You More Like.........

1. an A-frame or a rancher?
2. a 2-story or a split level?
3. a penthouse or a log cabin?
4. a mobile home or a mansion?
5. a solar house or a cabin?
6. an earth home or an a-frame?
7. a town house or a farm house?
8. a condominium or a ranch house?
9. a row house or a modular house?
10. an efficiency apartment or a studio apartment?

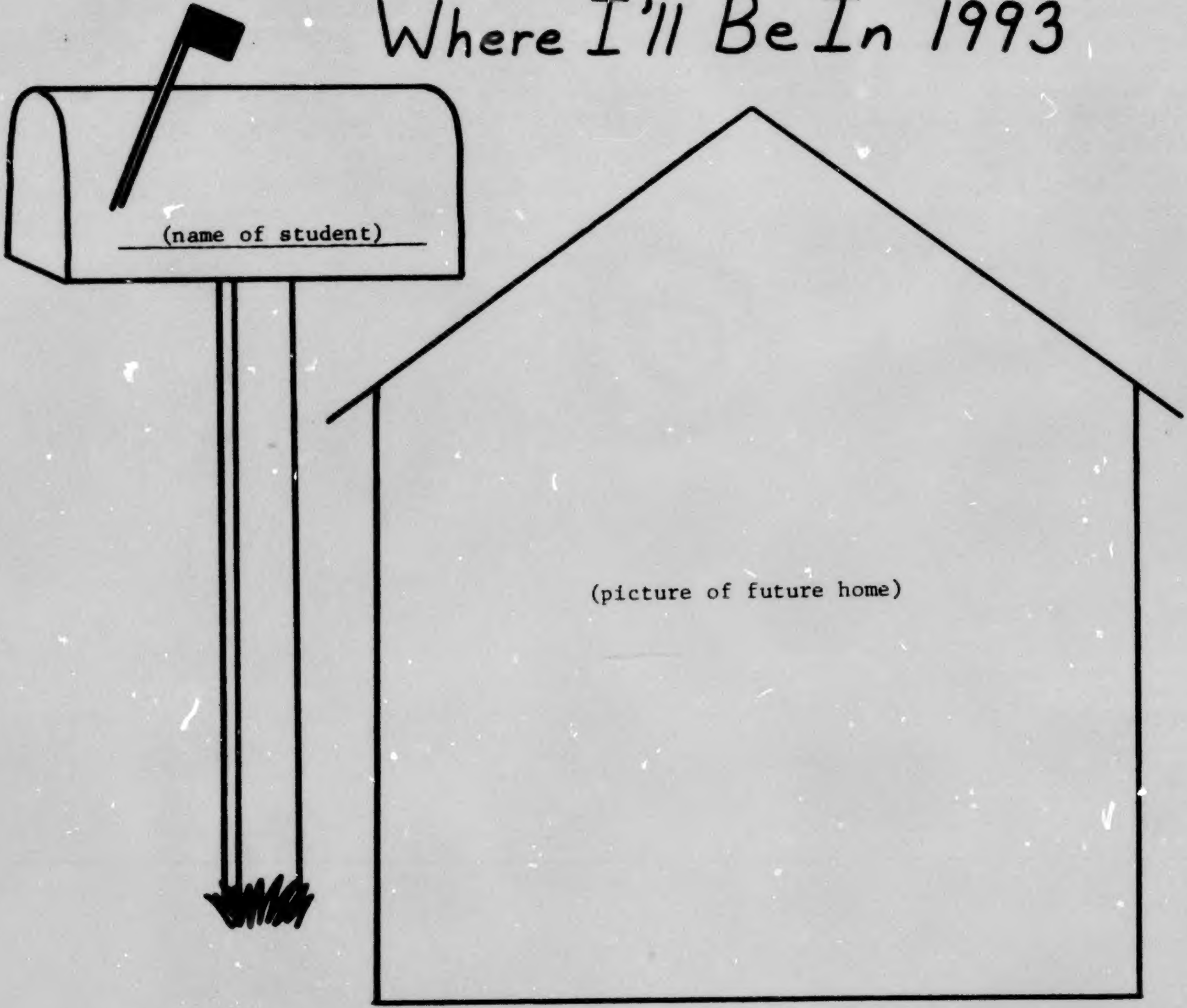
When you finish, tell why you said you are more like each.

Supplement 1.31
HOUSING
Self-Image

TAKE **STEPS** TO IMPROVE SELF-IMAGE



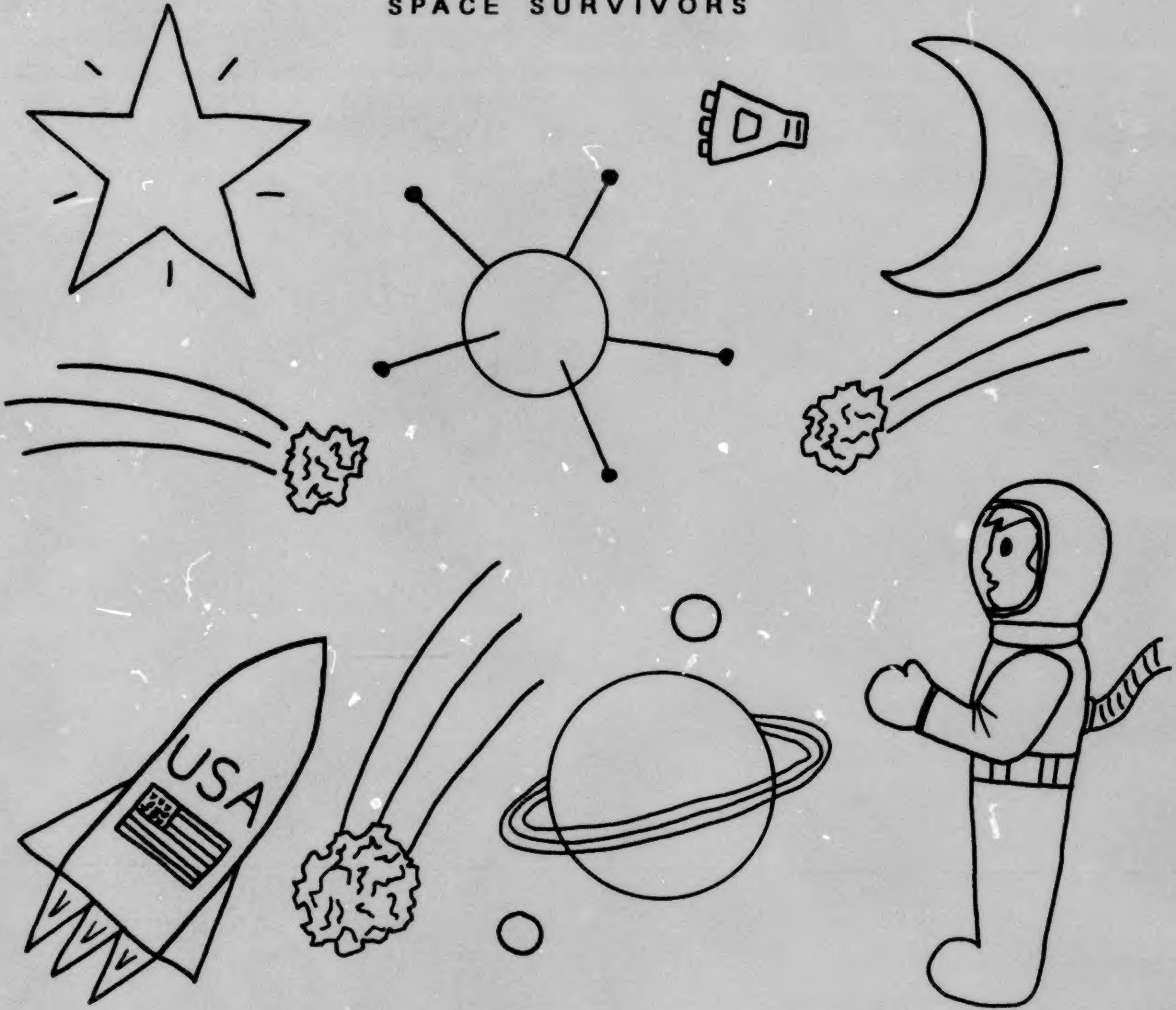
Where I'll Be In 1993


(name of student)
(picture of future home)

Supplement 1.31
HOUSING
Self-Image

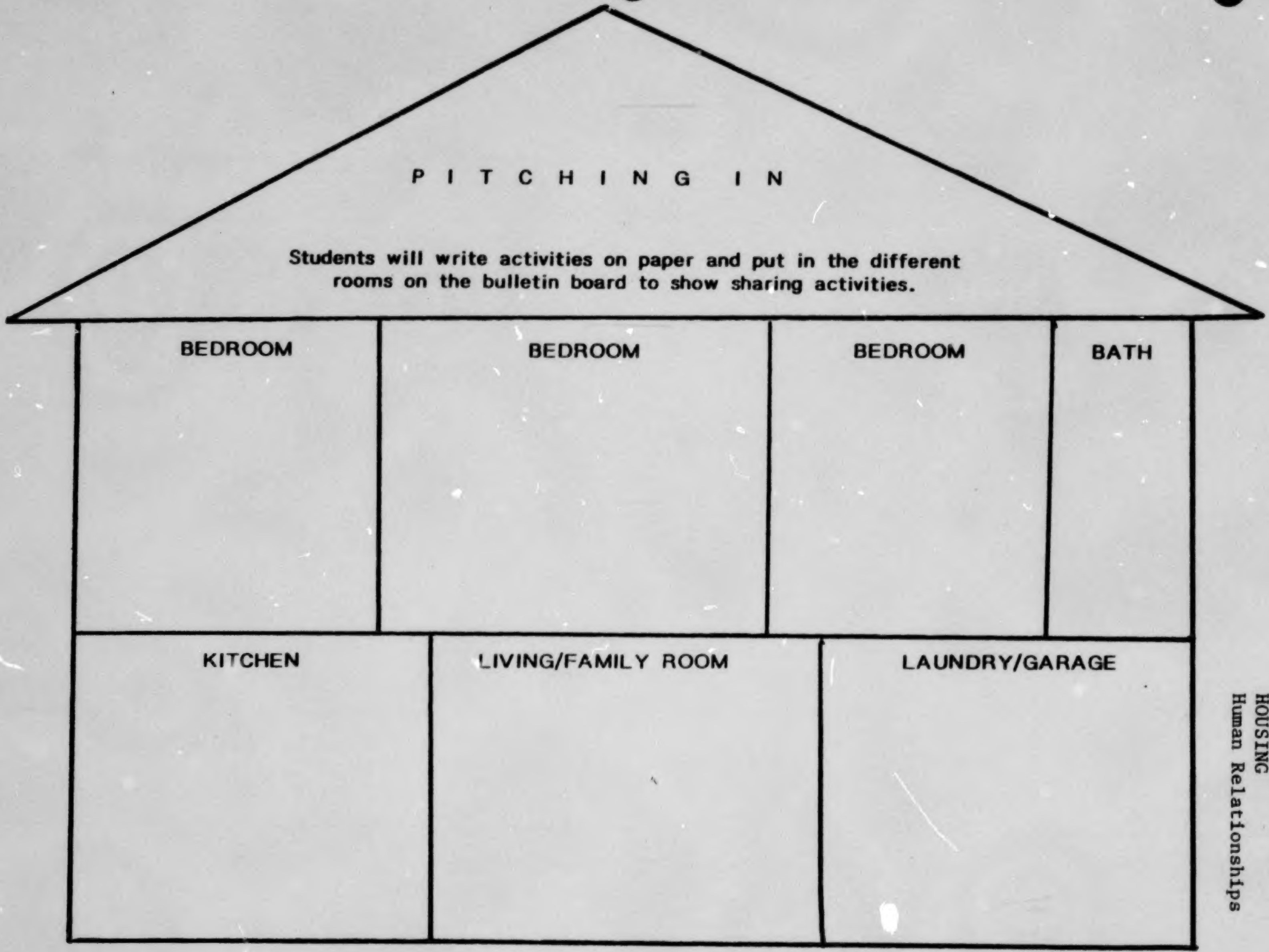
Supplement 2.11
HOUSING
Human Relationships
(game)

SPACE SURVIVORS



Complete the follwoing open-ended sentences by placing the number and the rest of your response around the objects in space in the scene above.

1. I feel most crowded when . . .
2. The space in my home I like best is . . .
3. I feel my privacy is most invaded when . . .
4. The room where my family gathers most often is . . .
5. The place in my home I like to take my friends is . . .
6. The place in my home I feel is most private . . .



PITCHING IN

Students will write activities on paper and put in the different rooms on the bulletin board to show sharing activities.

BEDROOM
BEDROOM
BEDROOM
BATH
KITCHEN
LIVING/FAMILY ROOM
LAUNDRY/GARAGE

h-10

Supplement 2.11
HOUSING
Human Relationships

WHAT WOULD HAPPEN IF......?

Have a class contest to determine What Would Happen If . . . . Add other situations involving sharing.

1. You share a bedroom with two other people?
2. Your home had only two rooms?
3. Your family had a 12-room house?
4. Eight people had to share the same bathroom?
5. The kitchen table is the only place you have for homework and it is mealtime?
6.
7.
8.
9.
10.

The winner is the person who has the most original answers or the most alternative responses.

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TO SHARE OR NOT TO SHARE

1. Ralph sits in the first chair of the first row everyday in science class. Bill takes Ralph's chair on Tuesday. You are Ralph. How do you react?

2. Beth asks to borrow your comb. What do you say? What factors will influence your decision?

3. Donna wants to borrow your designer jeans for a big date. You have only had them for a week. Your mom doesn't like for you to lend clothes, but you owe Donna a favor. What should you do?

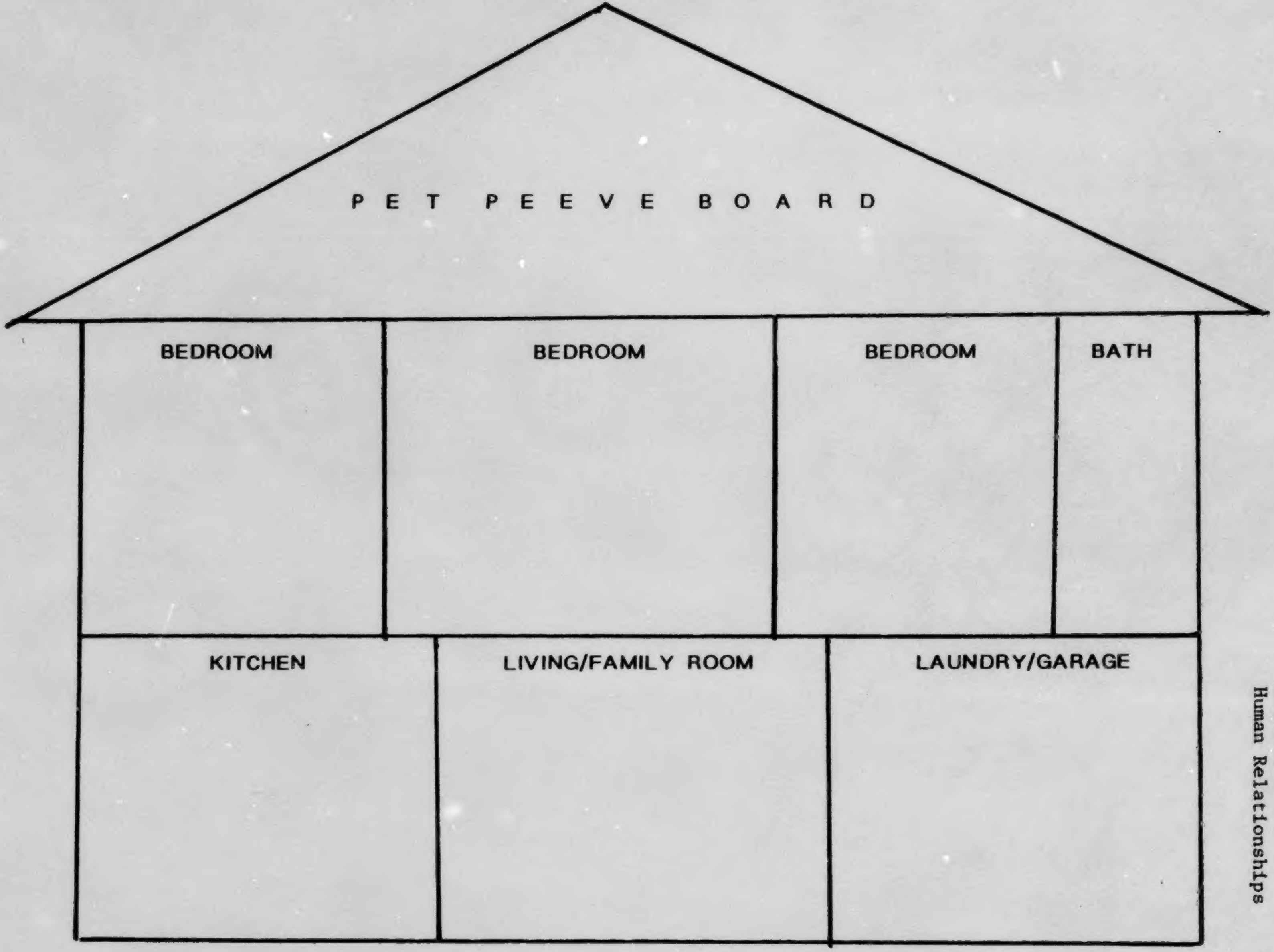
4. Your household owns only one hairdryer. You have two brothers who also use the dryer. You are leaving for the weekend. Who gets the dryer?

5. You use your dad's electric razor (girls -- to shave your legs; boys -- to shave face). How would your dad react?

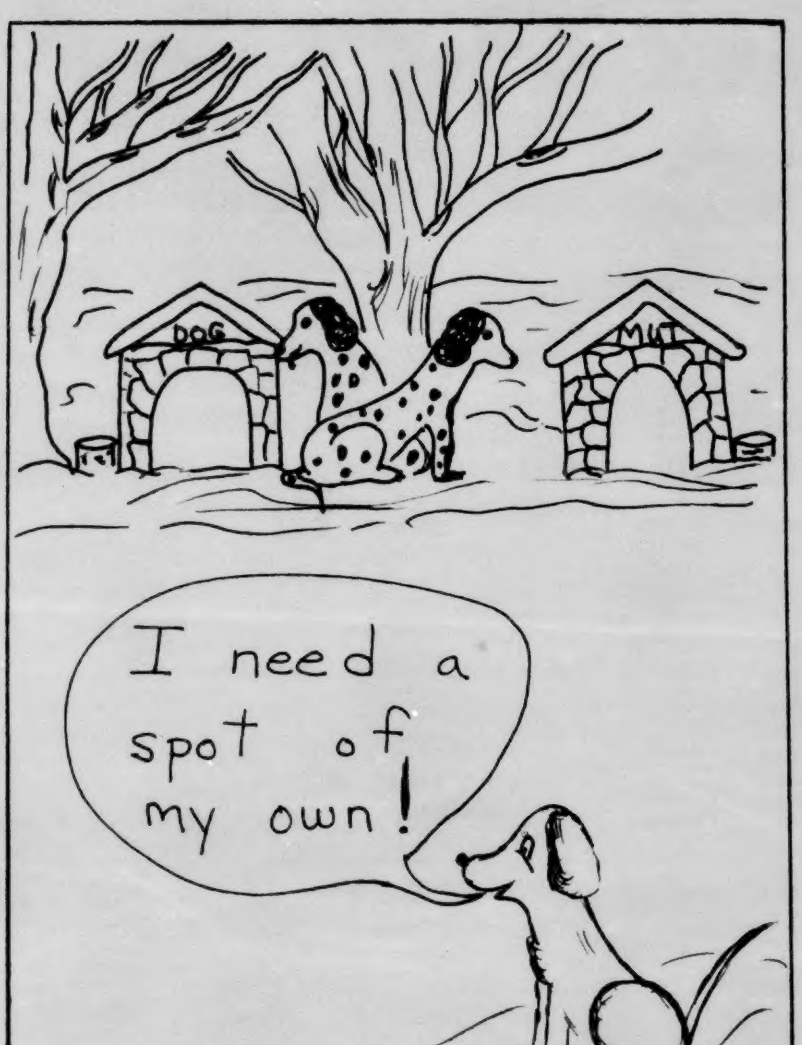
6. Tom is coming over to see you (you are not permitted to car date). You want the family room where the TV is located, but it is Friday night and everyone is home (mom, dad, brothers, sisters, etc.). How would you handle the situation?

7. It is Saturday night and you have a date with Jan. Your parents have planned to visit a sick friend. You have only one car, and besides, you don't have your license yet. What do you do?

Supplement 2.21
HOUSING
Human Relationships


PET PEEVE BOARD
BEDROOM
BEDROOM
BEDROOM
BATH
KITCHEN
LIVING/FAMILY ROOM
LAUNDRY/GARAGE

STEPS TO BETTER RELATIONSHIPS


DOG
MUT
I need a spot of my own!

PEOPLE NEED PEOPLE

Supplement 2.21
HOUSING
Human Relationships

IT'S YOURS; IT'S MINE!

Choose a partner and select an item that has to be shared during the day at various intervals. Example--pencil, paper, a chair, sweater, purse, personal articles, etc. This activity can last any amount of time but at least one school day.

Follow-up questions.

1. How did you feel about sharing the item? Why?

2. What makes you want your own things?

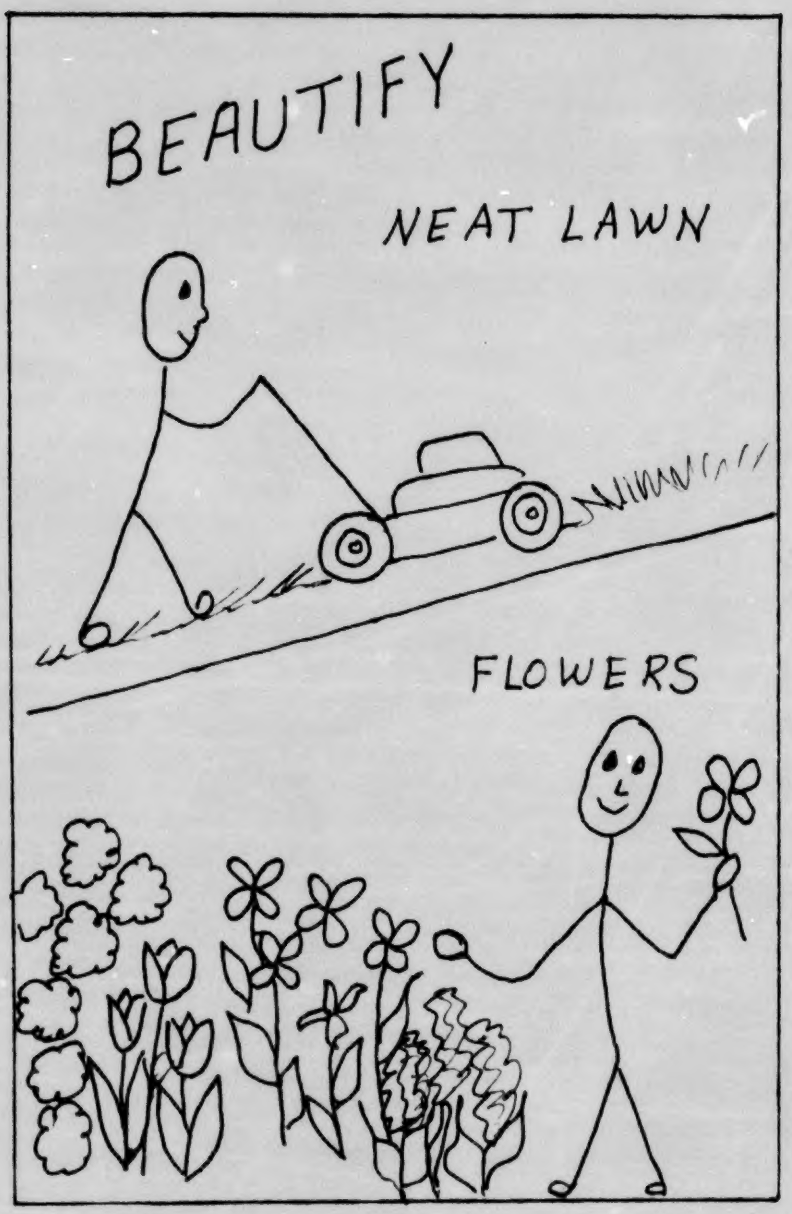
3. At what time was sharing the most difficult?

4. How do you and your partner feel toward each other now?

5. How do you feel about sharing possessions with family members?

6. Was this a change?

COPING--STEPS TO SURVIVING


BEAUTIFY
NEAT LAWN
FLOWERS

FAMILY FEUD

Role play the following situations.

1. You come into the house, take off your jacket, and throw it in a chair. Your mom says, "Hang up that jacket!" Your response is . . .

2. Your little brother (or sister) doesn't like taking a bath so he/she makes as much of a mess as possible. How can you help your mom with this problem?

3. You believe in a morning and night shower or bath. Your dad complains that you are using too much water. What should you do?

4. Your mother wants you to clean out your room and get rid of the "junk." You feel that you don't have any "junk." How can you handle the problem to satisfy yourself and you mom?

5. Your dad never picks up his shoes when relaxing in the living room. You trip over them constantly. How do you approach your dad? Or do you?

Add other "peeve" situations.

LIVE IT AND LOVE IT

Directions. Role play situations below and tell one or more ways to cope with each problem.

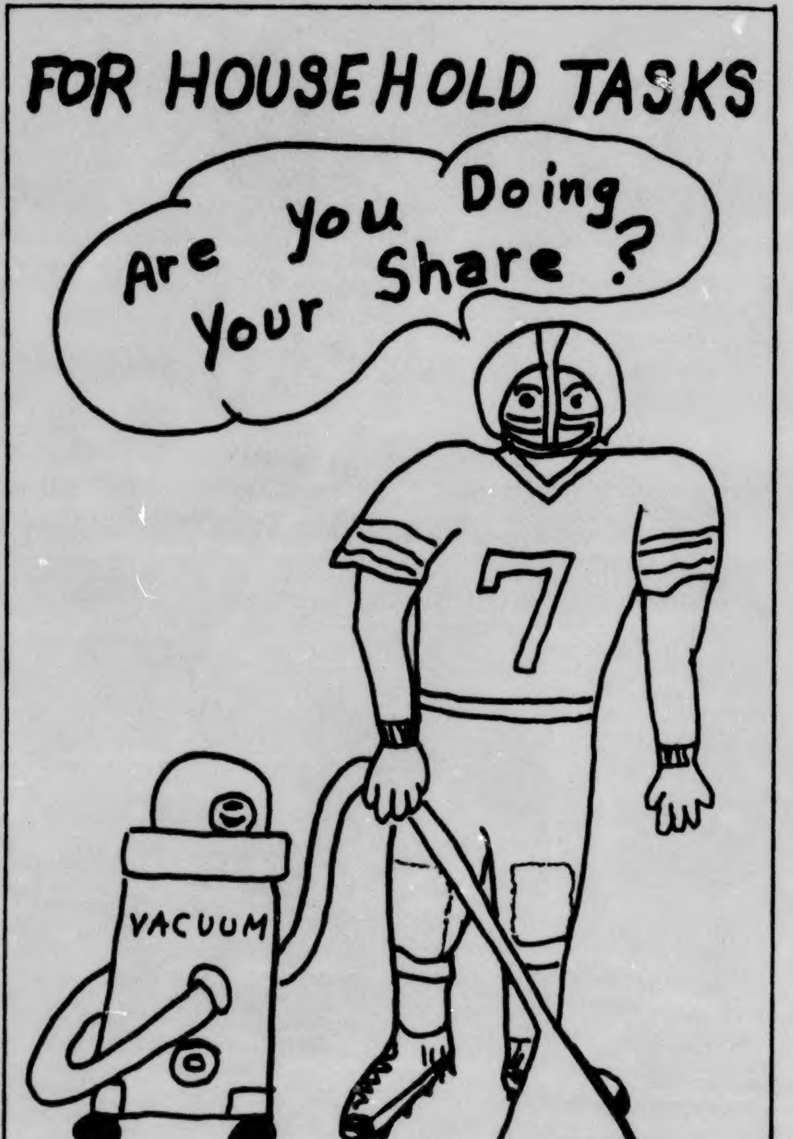
1. Susan is a sophomore in high school and shares a room with her ten year old sister, Jan. Susan would like a room of her own, but there is not any other room available. However, there is an attic in the house.

2. Jim is finishing high school this year and has found out that his family is moving next month. Jim would like to graduate with his friends.

3. Steve and Julie are high school students and live in a modest home. Last month their grandmother came to live with them.

4. A fire destroyed the Black's home. They are temporarily renting a two-bedroom home, but there are five people in their family, Mr. and Mrs. Black, Lisa, Bruce, and Lora.

STEPS TOWARD RESPONSIBILITY


FOR HOUSEHOLD TASKS
Are you Doing your Share?
7
VACUUM

1176

Supplement 2.41
HOUSING
Responsibility

CHORES GALORE

__Directions__: Check the person in your family or other family who does each chore. How fair is the division in relation to available time and ability?

CHORE	MOM	DAD	BROTHER/SISTER	ME	OTHER
Garbage/carries out					
Dishes					
Windows					
Basement or garage					
Changing beds					
Emptying wastebaskets					
Dusting					
Bathroom					
Vacuuming					
Sweeping walk/porch					
Mowing lawn					
Painting					
Setting table					
Grocery shopping					
Meal preparation					
Planning meals					
Laundry					
Cleaning appliances					
Cleaning closets					
Scrubbing floors					
Repairing					
Changing oil					
Car maintenance					

1177

Supplement 2.43
HOUSING
Responsibility

HOME SAFE HOME

HOMESAFEHOME

	YES	NO
1. Knives, sharp objects stored safely?		
2. Medicines, and cleaning supplies locked up or stored out of reach of small children?		
3. Medicines disposed of properly?		
4. Electrical appliances turned off when not in use?		
5. Electric cords stored neatly (not hanging over counter or wrapped around other objects)?		
6. All faulty equipment repaired promptly?		
7. Appliances used according to instruction book?		
8. Electric cords are not frayed, cut or worn?		
9. Electrical appliances are UL listed?		
10. Gas appliances have the AGA seal of approval?		

Supplement 2.43
HOUSING
Responsibility

Everything In Its Place

Unscramble these words to identify some potential dangers around the home. See Sloppy Storage for clues. When you have listed all the hazards in Part I, fill in the squares at the bottom of the page with the correct letters according to the number clues. You will find an important safety message.

Part 1.

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11	43		39				3		20		8	42			7
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	25						22	33		4	
B					I	G			I		G

rocd runed surg

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			D		U	N							G	

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			T	A					E					T	O		

ylap zardahs

41	10						24		52		
P							Z			D	

mechilac meufs

44		35					47			29			18
C	H									U	M	E	

Part 2.

1	2	3	4		5	6	7	8	9	10		11	12	13	14	15	16	17	18

19	20	21		22	23	24	25	26	27	28	29	30		31	32

33	34	35		36	37	38	39	40		41	42	43	44	45	
															!

46	47	48	49		50	51	52	53	
									!

Key

Part 1: Gasoline in house
Medicine near kids
Throw rugs
Paint near flame
Bad lighting
Cord under rugs
Icy sidewalks
Curtain near stove
Play hazards
Chemical fumes

Part 2: Even useful products are harmful in the wrong place! Take care!

Further pointers:

1. Gasoline should never be brought into the house for any reason and should not be placed or used near a flame, even out-of-doors. Gasoline vapor can travel up to 200 feet to a pilot light or other ignition source (even a lighted cigarette) and carry the flame all the way back to the can, causing an explosion. Oil-based paints can burn, too, and should never be stored near heat.

2. Medicine left carelessly around the house can be another accident waiting to happen. A child is poisoned every 50 seconds. Surprisingly, one of the most common poisons is aspirin. In three out of four child poisonings, the poison was easily accessible to the child.

   One-third of the poisonings are caused by six products found in nearly every home: aspirin; antihistamines and cold medicines; detergents and soaps; perfumes and cologne; vitamins; and plants. Other serious hazards are disinfectants and deodorizers, insecticides, and analgesic preparations (e.g. acetaminophin).

3. Throw rugs, loose floor tiles, structural defects in the home, glass in walls, window, or doors, and products left on stairs or in traffic ways also cause their share of accidents.

4. Inadequate lighting may be the real culprit in many serious product-related injuries. Taking medicine in the dark, and getting poisoned; reaching for an ashtray in the dark, and starting a fire; walking in the dark, and tripping on a skateboard--all these accidents could be prevented by a flick of the light switch.

5. An electric cord under the rug presnets two hazards: it may cause a fall, or it may cause a fire. If the cord becomes damaged or overloaded, heat builds up and, eventually, a fire could start without warning.

6. Curtains near the stove, rags near the furnace, and any other flammable objects near a flame are an invitation for a fire. Who's to blame when curtains catch fire from the burner on a stove?

7. Chemical fumes can build up without warning, but accidents and illnesses caused by fume inhalation often can be prevented by proper ventialtion. Whenever using such items as paint remover or model cement, be sure there is plenty of fresh air in the room by opening windows or doors, and don't inhale the product for any prolonged length of time.

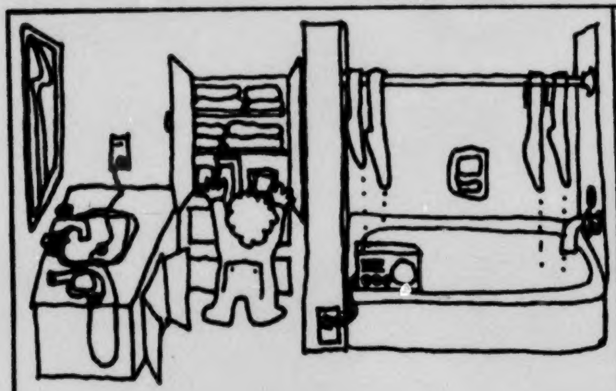
8. Proper storage of play equipment, both inside and outside the home, can help prevent accidents.

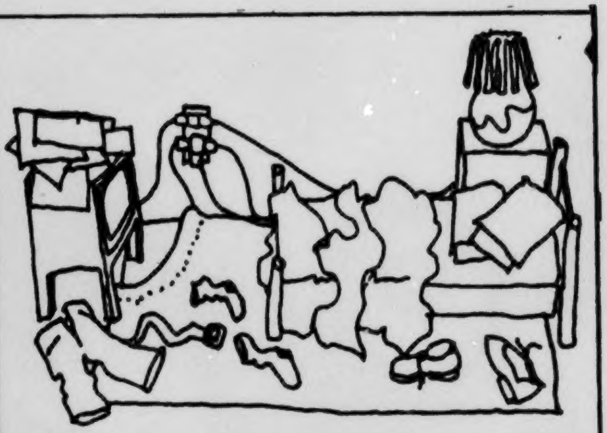
SOURCE: Door to Home Safety. US Product Safety Commission.

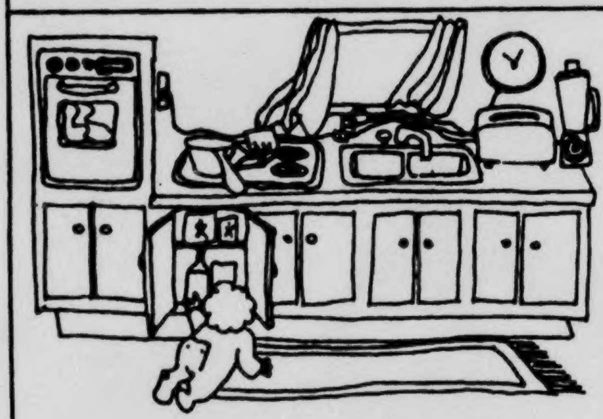
Supplement 2.43
HOUSING
Responsibility

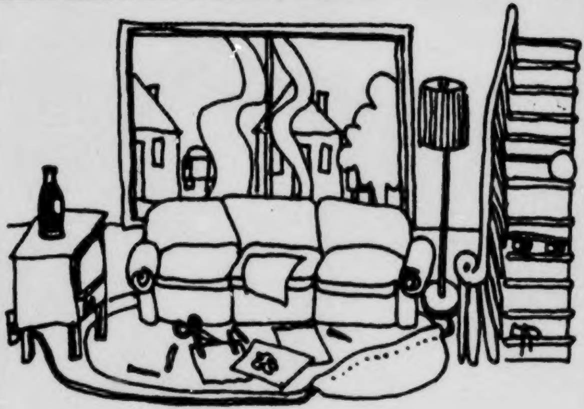
Sloppy Storage

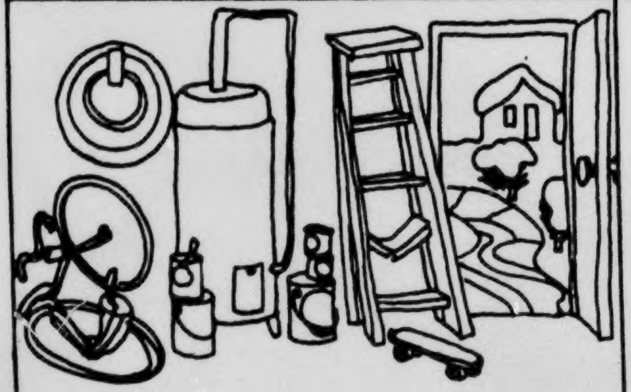
On this page you see pictured six areas found in most homes where accidents happen. Write the hazards you see below the pictures.

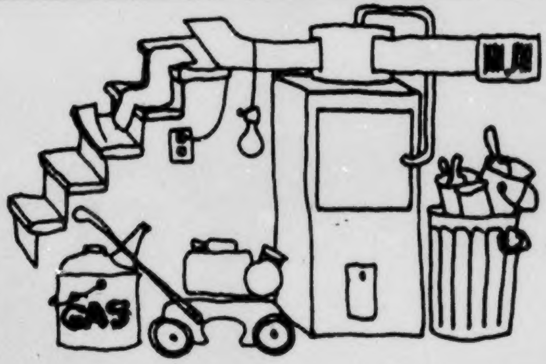












ANSWERS FOR HAZARDS IN PICTURES:

1. Bathroom: hairdryer cord across sink; open door of cabinet; cleaning supplies, medicine within child's reach; wet laundry dripping on radio; radio near tub; outlet by tub.

2. Bedroom: clothing and shoes scattered on floor; lamp cord too near bed; TV loaded with papers; cord under rug; too many plugs in outlet.

3. Kitchen: electric appliances near skink; cleaning supplies in child's reach; curtain over stove; pan handles sticking out; matches on stove; extension cords over sink; slippery throw rug.

4. Living room; soft drink bottle on TV; lamp cord under rug; hobby material scattered on rug; scissors on floor and open; shoes and toys on stairs; large glass patio door.

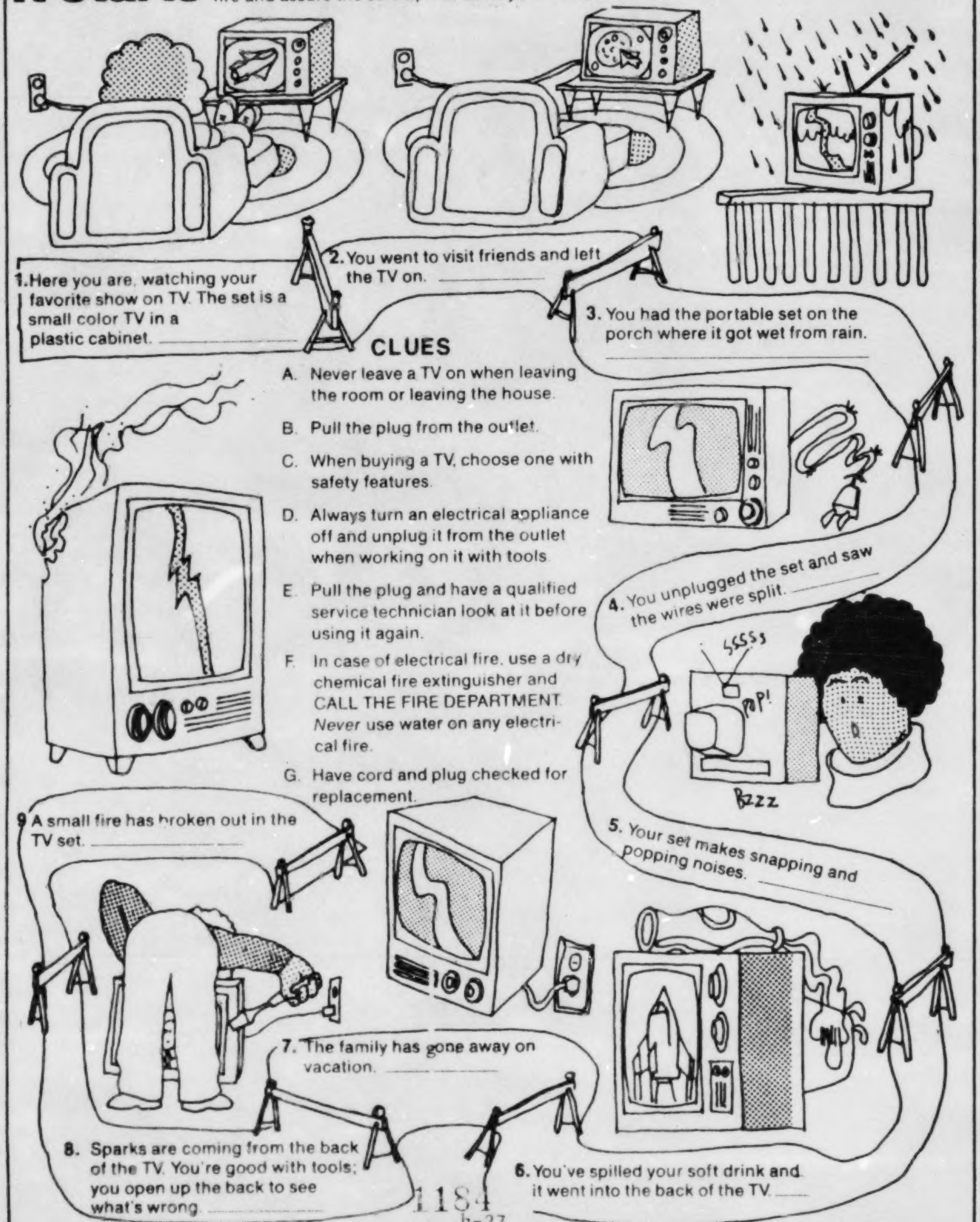
5. Garage: bike and toys in way of traffic; ladder in way of door; broken rung on ladder; paint near water heater; icy sidewalk outdoors.

6. Basement: open paint and gasoline cans in house near furnace; power mower near furnace; loose rug on stairs; broken stair; bad lighting; cord over furnace ductwork.

SOURCE: Door To Home Safety. Us Product Safety Commission

Stop The Fire Before It Starts

This is the road from safe, happy television viewing to a dangerous and tragic house fire caused by that television set. At several points along the road something could have been done to prevent a possible fire. From the clues A through G below, pick one for each of the "roadblocks" and write its letter in the appropriate place. By "blocking" the road at each step with a safety rule, you will prevent a fire and assure the safe operation of your TV set.



1. Here you are, watching your favorite show on TV. The set is a small color TV in a plastic cabinet. _____

2. You went to visit friends and left the TV on. _____

3. You had the portable set on the porch where it got wet from rain. _____

4. You unplugged the set and saw the wires were split. _____

5. Your set makes snapping and popping noises. _____

6. You've spilled your soft drink and it went into the back of the TV. _____

7. The family has gone away on vacation. _____

8. Sparks are coming from the back of the TV. You're good with tools; you open up the back to see what's wrong. _____

9. A small fire has broken out in the TV set. _____

CLUES

A. Never leave a TV on when leaving the room or leaving the house.

B. Pull the plug from the outlet.

C. When buying a TV, choose one with safety features.

D. Always turn an electrical appliance off and unplug it from the outlet when working on it with tools.

E. Pull the plug and have a qualified service technician look at it before using it again.

F. In case of electrical fire, use a dry chemical fire extinguisher and CALL THE FIRE DEPARTMENT. *Never* use water on any electrical fire.

G. Have cord and plug checked for replacement.

Key:

1. C   2. A   3. E   4. G   5. E   6. E   7. B   8. D   9. F

Further Information:

Misuse of electric appliances can cause shocks, bodily injuries, and death. Moreover, misuse of appliances and defective appliances can cause fires. Some potential dangers lie within the appliance itself--faulty wiring, poor construction, lack of safety features. But we can prevent many of the dangers by taking precautions and being alert to some possible problems.

Inadequate wiring. It has been estimated that one out of eight home fires is a result of inadequate or improper wiring. Some indications that your house wiring is not adequate are these: lights dimming when an appliance goes on; fuses blowing frequently; a "shrinking" TV picture; the need for an excessive number of extension cords. If any of these clues exist, have the house inspected by a qualified electrician.

Power cords. Inspect appliance cords and extension cords often for wear; replace when necessary. Avoid kinking, twisting, binding, and crushing cords. Extension cords should not be used as permanent outlets or run under tugs. Always use the proper cord for the job; heavy-duty cords for power tools and outdoor use; light-duty cords for low power appliances used indoors, such as lamps. And remember, if an applaince has a three-prong plug, it must be plugged into a grounded outlet either directly or through a grounded extension cord.

Each heavy-duty appliance--range, wahser, dryer, air conditioner--should be on a separate circuit and should be properly grounded.

Keep electrical applainces away from water. Don't use them if your hands are wet or if you are standing in water.

Turn off any appliance that sparks, smokes, or shows any other sign of defect; pull the plug, and have it checked by a service technician.

Keep combustible materials away from lamps or heating devices; don't drape cloth or paper products over or around lamps and heaters; and make sure ventilation openings in televisions, hair dryers, and other appliances are not blocked.

SOURCE: Door to Home Safety. US Product Safety Commission

Structural Hazards

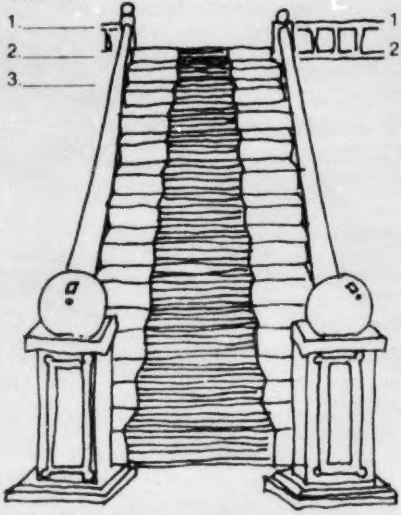
We don't usually think of household structures like floors and doors and bathtubs as potential hazards. But nearly 1.9 million people are treated in hospital emergency rooms each year for injuries related to home structures.

Below, you see six types of structures and a list of safety hints. Write the letter of each hint beside the structure to which it applies. (You might share these hints with the fix-it person in your family.)

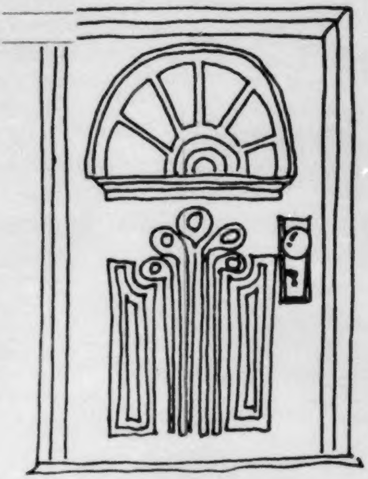
a. *Clean up spills* immediately.
b. Use a *single faucet* that mixes hot and cold water.
c. Never burn *charcoal* inside the house.
d. Attach *clothes hooks* above eye level.
e. Provide *at least one* securely fastened *handrail*.
f. Place *decals* or colored tape at adults' and children's eye level.
g. Be sure *ashes* are cold when you dispose of them.
h. *Don't store* things on stairs.
i. Install *safety glazing* in the opening.
j. Plane or rehang *wooden doors* that do not open or close smoothly.
k. Use a *screen* that completely covers opening.
l. Use *nonglare lighting* at top and bottom.
m. Help your family *store storm doors* and windows out of reach of small children.
n. Keep *electrical appliances* away from water.
o. Use rough-surface *adhesive strips* in the bottom.
p. *Anchor* all rugs.
q. *Paint* raised door *sills* and raised floor drains a different color so people will notice them.

FIREPLACE
1.______
2.______
3.______

STAIRS
1.______
2.______
3.______

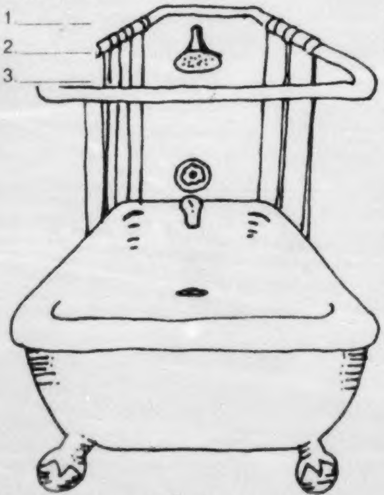


NONGLASS DOORS
1.______
2.______



GLASS DOORS
1.______
2.______
3.______

BATHTUBS AND SHOWERS
1.______
2.______
3.______



FLOORS
1.______
2.______
3.______

Key:

Fireplace:	1. C
	2. G
	3. K
Glass doors:	1. F
	2. I
	3. M
Nonglass doors:	1. D
	2. J
Bathtubs and Showers:	1. B
	2. N
	3. O
Floors:	1. A
	2. Q
	3. P

Further information:

Many injuries occur on stairs, ramps, and landings. Ice and snow are a frequent cause of falls on exterior stairs, and other conditions such as loose carpeting and poor lighting cause falls on inside stairs. Besides the three tips mentiond (e,h, and l), CPSC recommends these safety measures:

> Wear shoes on the stairs. Children often fall because they run on or near the stairs while wearing slippery socks.
>
> Don't carry packages that obscure your vision or fill both hands so that you can't use a handrail.
>
> Make sure stairways have adequate lighting and at least one securely fastened handrail.

Glass doors have been a major source of at-home injuries. In an effort to reduce the number and severity of injuries associated with architectural glazing products, CPSC has published a mandatory product safety standard for architectural glazing materials used in doors, sliding patio-type doors, certain glazed panels, bathtub and shower doors and enclosures. This standard applies to new homes and new additions to homes, and to replacements of glazing materials in regulated products in older homes.

Consumers should replace broken glazing in glass doors, panels, and tub enclosures with safety glazing. Decals or colored tape can be put on glass doors and panels to make them conspicuous. Families with small children should place furniture or planters in front of glass panels so that children are less likely to run into or fall against the glass.

Injuries from nonglass doors usually result from improper installation of doors. A door at the top of a stairway should be installed to swing away from the stairs so that the person on the stairs doesn't have to lean backward to open it. Doors that are improperly hung may stick, then release suddenly, causing a fall.

Falls frequently occur in the bathroom where wet surfaces on floors, bathtubs, and showers increase the likelihood of slipping. Slip-resistant mats, decals, and rugs may help prevent these falls. In addition, a grab bar securely mounted to the wall near the outer edge of the bathtub will help prevent falls when getting in and out of the tub.

Drownings, scaldings, and electrocutions are other injuries which all too frequently occur in the bathroom. Young children should be constantly supervised by an adult when they are bathing. Even a brief absence, such as answering a telephone in another room, can lead to serious or even fatal consequences for the unattended child. To avoid electrocution, it is best to keep electrical appliances such as hair dryers or radios out of the bathroom.

Electrical appliances should never be used while bathing, when wet from bathing, while standing on a wet floor, or when in contact with plumbing fixtures.

SOURCE: Door to Home Safety. US Product Safety Commission.

SAFETY OUTSIDE YOUR HOME

Risks and hazards exist everywhere you go, whether you are working or playing indoors--or outdoors in the yard, on the sidewalks near your home, at the playground, or on a playing field. Check if you agree or disagree with the statements on this page. Then think of possible dangers in each situation.

1. You're in charge of the family cookout and it's starting to rain. You decide it's a good idea to carry the charcoal grill into the garage so the charcoal won't get wet and go out. You continue to cook the hamburgers in the garage.

   Agree____ Disagree____

   What is the possible danger?

2. A metal ladder is always safer when making electrical repairs because a spark can set a wooden ladder on fire.

   Agree____ Disagree____

   What is the possible danger?

3. The most common injuries in baseball are sprains and strains.

   Agree____ Disagree____

   What are other possible dangers?

4. Electric-powered tools left outside overnight can be used again safely in the morning.

   Agree____ Disagree____

   What is the possible danger?

5. It takes so long to clear the yard of stones and sticks before you mow with the power mower that you decide it's okay to skip that step and mow around them.

   Agree____ Disagree____

   What is the possible danger?

6. The grass is too wet with dew to mow, so you wait until later.

   Agree____ Disagree____

   What is the possible danger?

7. If you haven't had much experience with power mowers, use only with adult supervision.

   Agree____ Disagree____

   What is the possible danger?

8. As long as you are an expert on the skateboard and are always in control, it's okay to skate any time, any place.

Agree____ Disagree____

What is the possible danger?

9. One of the steps on the slide at the playground is loose. You report it to the supervisor right away.

Agree____ Disagree____

What is the possible danger?

10. You're playing a quick game of Pass Football on the way to school. The ball goes into the street. You should run out and get it as fast as you can before a car hits it and ruins it.

Agree____ Disagree____

What is the possible danger?

11. Your friend starts rough-housing at the playground by the swings, fooling around, shoving swings in your way, running under your swing. You suggest you both go play over on the grass.

Agree____ Disagree____

What is the possible danger?

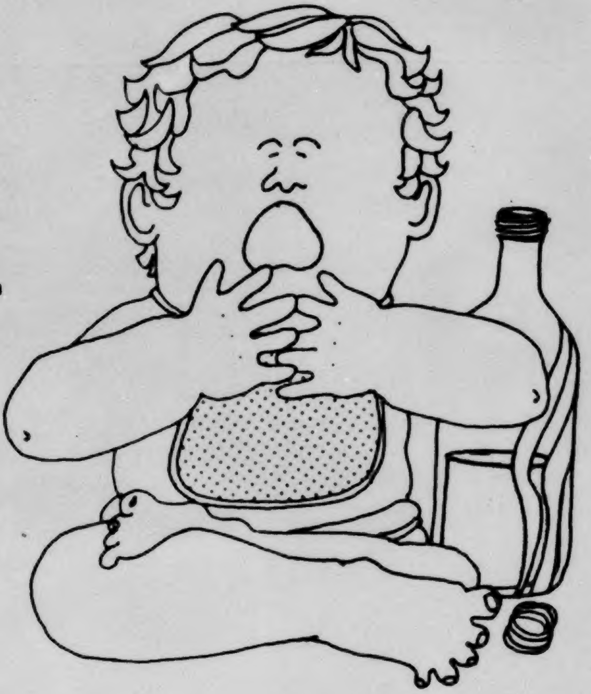
To The Teacher

- *Situation 1*, which, of course, is poor judgment, is dangerous for several reasons: carbon monoxide fumes from the improperly ventilated charcoal can asphyxiate; smoke from the cooking food can irritate eyes and lungs; sparks and heat from the grill constitute a fire hazard.
- *Situation 2.* Metal ladders should not be used when making electrical repairs. Use metal ladders carefully at all times. When working outdoors, watch for overhead wires as you carry a metal ladder from place to place. If it contacts a power line, you can get a severe or fatal electric shock.
- *Situation 3.* Injuries in baseball, football, and some other rigorous team sports include concussions, cuts, bruises, broken and dislocated bones.
- *Situation 4.* Any electric tool, cord, or plug exposed to dampness—even that from night air—can be dangerous to use.
- *Situation 5.* A mower blade that moves at almost 200 miles per hour can strike an object in the grass and send it flying—injuring the user or a bystander.
- *Situation 6.* First of all, wet grass is slippery and the person using the mower could fall, coming in contact with the moving blade. Wet grass also clogs the discharge chute, tempting the user to clear it with a toe or fingers while the motor is running.
- *Situation 7.* Because a young person does not have experience, that person can lack the judgment and skill to be a careful mower.
- *Situation 8.* Even experts on skateboards and roller skates should not take chances by skating into the street and into the path of traffic. Falls caused by environmental hazards—trees, fences, broken sidewalks—add to the accident statistics.
- *Situation 9.* A loose step can cause a fall if it gives way; or it can pinch a finger or a foot.
- *Situation 10.* The danger in running into the street for any reason is always the possibility of being hit by approaching traffic.
- *Situation 11.* Many playground injuries are caused by pushing and shoving another person into the path of moving swings, by twisting swing chains, and by jumping or falling from swings.

SOURCE: Door to Home Safety. US Product Safety Commission.

An Accident About To Happen: What Do You Do First?

Supplement 2.43
HOUSING
Responsibility



Circle one answer.

1. You're taking care of a neighbor's two-year-old and you leave him for a minute when the door bell rings. You come back and find him crying, with an open bottle of cleaning fluid on the floor beside him. You:
   - a) pour the remainder of the cleaning fluid down the drain and throw away the bottle so he won't get into it again.
   - b) look for and follow any first aid instructions on the bottle and then call the doctor or poison control center.
   - c) call his mother.
   - d) stay calm and ask him whether he drank cleaning fluid.

2. You're watching TV, and you notice the set is smoking. You:
   - a) turn it off and let it cool for awhile before watching again.
   - b) unplug it and have it checked by a service person before you use it again.
   - c) unplug it and pour water on it to cool it.
   - d) turn it off and on a couple of times to see whether the trouble's in the switch.

3. You're pruning some shrubs with an electric trimmer and a fine drizzly rain starts to fall. You:
   - a) stop immediately.
   - b) know the trimmer is properly grounded and keep working.
   - c) take off your gloves so your hands won't slip.
   - d) keep both feet on the ground to prevent a shock.

4. You're interrupted by a phone call in the middle of some ironing. You:
   - a) leave the iron on so you won't waste electricity by reheating it.
   - b) turn off the iron.
   - c) turn off the iron; then unplug it.
   - d) either b or c is fine.

5. You're watching a friend sand a table in the garage. Your friend suddenly becomes rigid, still holding the electric sander in his hand. You notice that he's standing in a puddle of water. You:
   - a) quickly take the sander out of his hands and turn it off, then administer first aid.
   - b) turn off the electricity at the main power panel, then administer first aid.
   - c) quickly push him away from the water, then pull him away from the sander.
   - d) use a dry stick or board to knock the plug out of the outlet, then administer first aid.

6. You are concerned about the possibility of a fire in your home. You want to do something to insure that if there is a fire everyone will have the best possible chance to escape. Together with the rest of the family you:
   - a) store a ladder in each room.
   - b) practice calling the fire department.
   - c) establish a fire escape plan.
   - d) read books about the causes of fires in the home.

7. It's dark in your room when suddenly the noise from your smoke detector wakes you up. You realize you smell smoke. The *first* thing you do is:
   - a) check your bedroom door for "hot spots" to see if it's safe to open.
   - b) run to your parents' room and wake them.
   - c) go to the kitchen phone and call the fire department.
   - d) turn off the electric current so you won't have an electric fire.

Note for the teacher:

1. Poisoned child. The important thing to remember about this first experience is that two-year olds can hurt themselves very fast. To prevent such accidents as this one, teenagers should learn to take the two-year-old with them when they answer the door--or to keep the child constantly in sight.

   In this case, the baby has been left and has possibly swallowed some of the cleaning fluid. The safest answer is "b." Follow any first aid instructions that are on the bottle and call a doctor or the poison control center right away. Be sure to save the bottle so the medical people will know what the child swallowed.

   Never follow the advice in answer "d." If you suspect a child has eaten poison, you can't take a chance and wait. Often, children show no immediate symptoms of poisoning.

2. Smoking television set. Answer "b" is correct. Never turn a malfunctioning appliance back on before it's checked by a service person.

3. Hedgetrimmer. Answer "a" is the only safe choice. Rain on electric tools can cause a serious, sometimes fatal, shock.

4. Hot iron. The correct answer is "c." Turning the iron off won't work if the iron's thermostat malfunctions. An iron can overheat and melt after only 15 minutes if the thermostat is broken. Unplug it, always.

5. Electric Shock. In cases of electric shock it is important to act quickly. But you must remember never to touch either the victim or the sander until the electric current has been disconnected. In this case, the safest answer is "b" if the main power panel is nearby and you can get to it quickly. But don't waste valuable time searching the house for the panel. If you don't know where it is, or if you can't get to it quickly, then follow the advice in answer "d". Knock the plug out of the outlet with a dry stick, board, or broom handle, being sure you are standing on a dry surface. (Dry wood will not conduct the electricity to you.) Once you are sure there is no electricity going to the victim, you can begin artificial respiration. Meanwhile, have someone call for medical assistance.

6. Fire escape plan. The correct answer is "c." Take some extra time with your students on this question and discuss the characteristics of a good escape plan. Be sure students know to provide for the following:

   1. Identify two exits from each room.
   2. Agree on a meeting place outside the house so that everyone in the family will be accounted for.
   3. Sleep with the doors of the bedrooms closed.

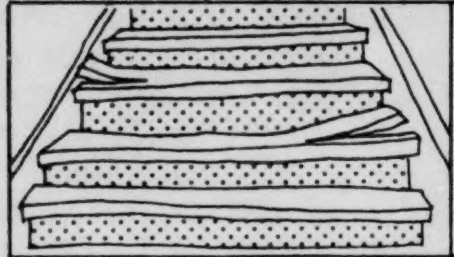
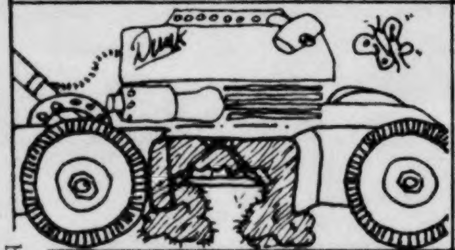
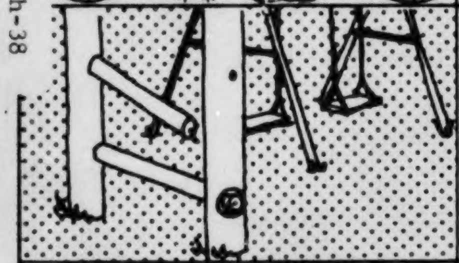
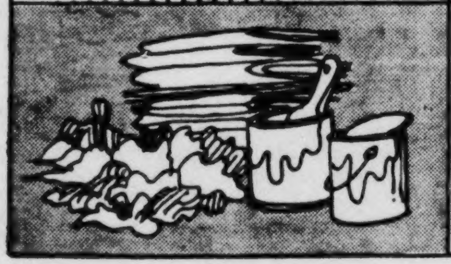
4. Check doors for "hot spots" before opening them.
5. If there is smoke, get down low and crawl under the smoke.
6. Once out of the house, never go back.

7. Fire. The best answer here is "a." If the door is cool, you can open it. Either yell or go to your parents and the rest of the family to wake them; then, leave the house as planned and meet in your pre-designated place. Call the fire department from a neighbor's phone.

SOURCE: The Door to Home Safety. US Product Safety Commission.

How Would You Correct This Situation?

Maintaining the products you use — keeping them repaired and in good working order — is important in assuring an accident-free home environment. For each example below, answer these four questions.

	Where in your home could this situation be located?	Who in your family could get hurt?	Who is responsible for correcting the situation?	What is a good way to fix it?
				
				
				

h-38

Supplement 2.43 HOUSING -Responsibility

SOURCE: The Door to Home Safety. US Product Safety Commission.

Supplement 2.43
HOUSING
Responsibility

HOME SAFETY QUIZ

1. Of the 4000 injuries each year associated with extension cords, what age group is most affected?

   Ans: Young children.

2. One-third of child poisonings in the home are caused by what substances? Name four.

   Ans: Aspirin; antihistamines and cold medicines; detergents and soaps; perfumes and cologne; vitamins; disinfectants and deodorizers; bleach; insecticides; plants; and furniture polish.

3. Sometimes a good product in the right place is used in an unsafe manner. Name six unsafe practices in the bathroom and kitchen.

   Ans: Refer to Supplement 4.21 Getting Personal (Consumer Ed Unit)

4. Name four unsafe practices in the basement and garage.

   Ans: Refer to Supplement 2.43, Everything in It's Place, in this unit and 4.21 in the Consumer Education Unit.

5. What are the four steps to follow in case of electrical fire?

   Ans: (1) Unplug the appliance; (2) Use a dry chemical fire extinguisher or common baking soda on the fire; (3) Call the fire department; (4) If the fire spreads, get out of the house and call fire department from a neighbor's house.

6. Name six household structures that contribute to the almost 700,000 injuries each year related to structural hazards.

   Ans: stairs, floors, non-glass doors; glass doors and windows; bathtubs and showers; fireplaces.

7. What are some possible dangers of cooking with charcoal; using a power mower; playing on the playground?

   Ans: Refer to Supplement 2.43, Safety Outside Your Home.

8. Name the six characteristics of a good fire escape plan.

   Ans: (1) Identify two exits from each room; (2) Agree on a meeting place outside the house; (3) Sleep with bedroom doors closed: (4) Never go back into the house; (5) Check doors for "hot spots" before opening them; (6) Get down low and crawl under smoke.

9. Name five safety tips for "super sitters."

   Ans: Refer to Child Development Unit, Supplement 3.32.

10. Name six possible hazards you could encounter in choosing a toy for a child.

    Ans: Refer to Child Development Unit, Supplement 3.31.

upplement 2.43 - HOUSING
Home Safety Quiz
Page 2

11. Name five kinds of information you would find on a label.
Ans: (1) product and manufacturer identification; (2) list of ingredients; (3) size of package; (4) method of use: (5) potential hazards, if any; (6) safety precautions.

12. What is the name of the Federal agency that develops safety standards for consumer products and researches causes and means of prevention of product-related deaths, injuries, and illnesses?
Ans: U.S. Consumer Product Safety Commission.

13. Name five of the six safety criteria discussed.
Ans: (1) mechanical safety; (2) chemical safety; (3) electrical safety; (4) thermal safety: (5) stability; (6) appropriate materials.

Note: Supplements relating to the three questions on this page may be found in the Consumer Education Unit.

Adapted from The Door to Home Safety. US Product Safety Commission.

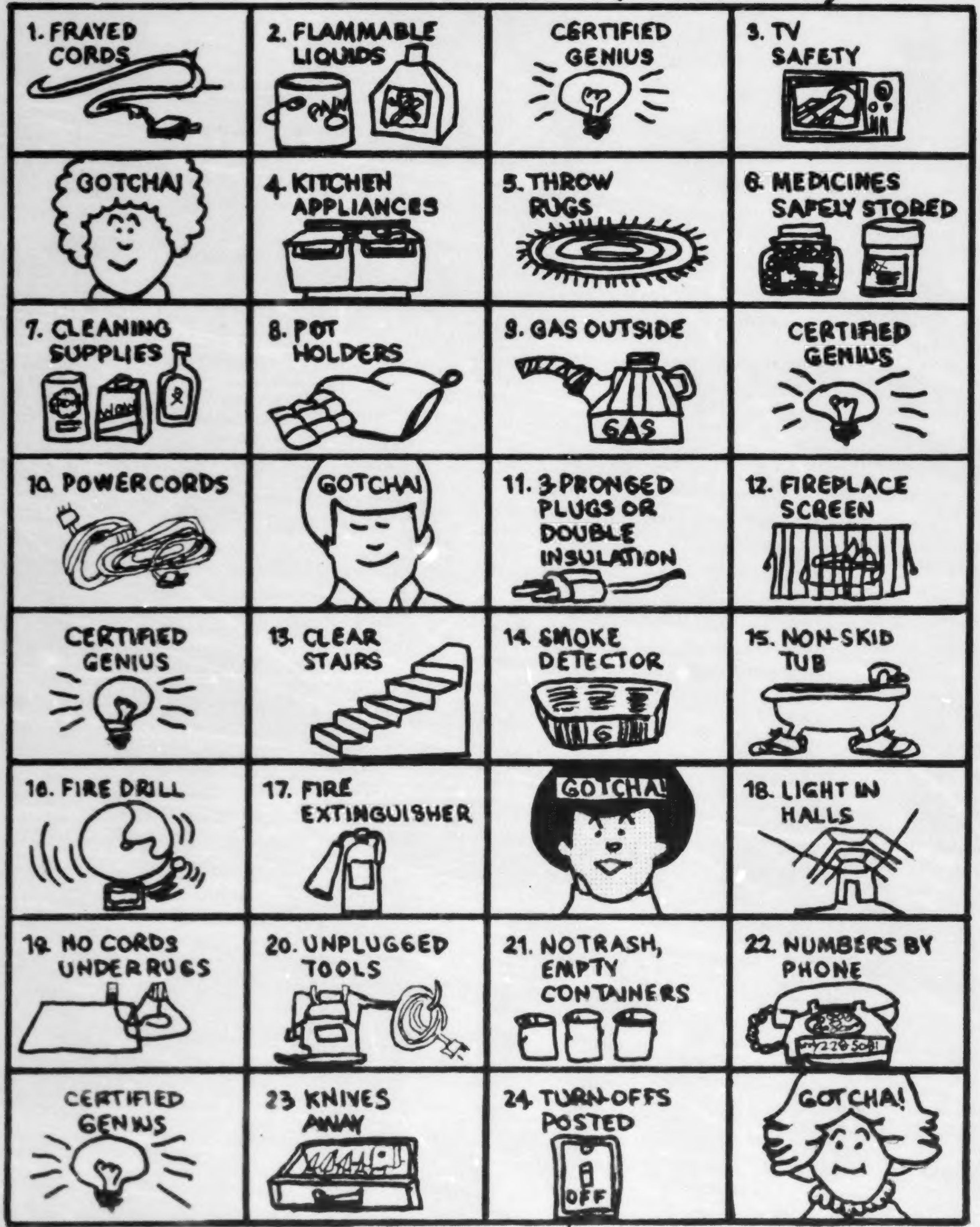
Supplement 2.43
HOUSING
Responsibility

HAZARDOUS DUTY

For the next four days you and your team members will be playing a game that requires you to check your home for some typical safety hazards. Your teacher will explain the rules to you and give you the gameboard on which you will measure your progress.

		No Problem or problem already corrected	Parents informed; we will correct the problem
1.	Check all electrical cords for fraying.		
2.	Check all flammable liquids; be sure they are stored in sealed, metal cans.		
3.	Are TV sets pulled out from wall with ventilation openings unblocked by curtains, magazines and other items?		
4.	Are electrical appliances in kitchen placed away from sink?		
5.	Are all throw rugs anchored?		
6.	Are all medicines labeled, safety caps securely on, and stored out of reach of small children?		
7.	Are cleaning supplies out of reach of children and pets?		
8.	Are there at least two pot holders near the stove but not near a burner?		
9.	Are gasoline and paint stored outside the house?		
10.	Is a heavy duty extension cord used with all power tools?		
11.	Check for three-pronged plugs or double insulation on all power tools.		
12.	Is there a screen on the fireplace? Is it closed when the fireplace is in use?		
13.	Are stairs and traffic ways cleared?		
14.	Is there a smoke detector in the house?		
15.	Is there a non-skid mat or decals in bathtub?		
16.	Have the family rehearse a fire drill.		
17.	Check to see that there is a fire extinguisher in the house.		
18.	Is there adequate light in hallways and stairs?		
19.	See that there are no electric cords under rugs or furniture.		
20.	Be sure power tools, irons, and other electrical appliances are unplugged when not in use.		
21.	Check to see that no papers, trash, oily rags, or empty containers are piled in or near house.		
22.	Are poison-control, fire, police, and rescue squad numbers by all phones?		
23.	Are sharp knives, scissors, and matches out of children's reach?		
24.	Are the locations of electric, gas, and water turnoffs posted where the whole family knows?		

HAZARDOUS DUTY (GAMEBOARD)


1. FRAYED CORDS
2. FLAMMABLE LIQUIDS
CERTIFIED GENIUS
3. TV SAFETY
GOTCHA!
4. KITCHEN APPLIANCES
5. THROW RUGS
6. MEDICINES SAFELY STORED
7. CLEANING SUPPLIES
8. POT HOLDERS
9. GAS OUTSIDE
GAS
CERTIFIED GENIUS
10. POWERCORDS
GOTCHA!
11. 3-PRONGED PLUGS OR DOUBLE INSULATION
12. FIREPLACE SCREEN
CERTIFIED GENIUS
13. CLEAR STAIRS
14. SMOKE DETECTOR
15. NON-SKID TUB
16. FIRE DRILL
17. FIRE EXTINGUISHER
GOTCHA!
18. LIGHT IN HALLS
19. NO CORDS UNDER RUGS
20. UNPLUGGED TOOLS
21. NO TRASH, EMPTY CONTAINERS
22. NUMBERS BY PHONE
CERTIFIED GENIUS
23 KNIVES AWAY
24. TURN-OFFS POSTED
OFF
GOTCHA!

Playing the game:

Each person in the class receives a copy of the "Home Hazardous Checklist" and the "Hazardous Duty" gameboard. By whatever means you have found to be effective, divide the class into three teams. Explain the rules of the game to the class, as follows:

1. It is important to understand at the outset that each student's home search for hazards, and the results of that search, contributes to the success or failure of his or her team. There must be a high level of commitment to the team.

2. Each day, for four days, team members together secretly choose any six items from the "Home Hazard Checklist" that they all agree to check and correct (or make definite plans to correct) at home that night.

3. Each student takes the list home and makes the hazard check or correction; and a parent signs the sheet.

4. The next day, team members confer and if all team members have a signed sheet for each of the six items they chose, they can cross off the box on the gameboard that relates to the hazard. For example, if all TV sets are pulled out from the wall, they cross off "TV Safety." If any one member of the team failed to inspect for the hazard, the team cannot cross off the box. (The game will call for cooperation and a degree of trust among team members.)

5. After the teams have crossed off their boxes (still keeping their sheets secret from other teams), each team challenges in turn the other two teams with a hazard. For example, they will ask one team, "Have you checked off FRAYED CORDS?"; then they will ask the other, "Are your stairs clear?" If the challenged teams have crossed off those particular hazards, they get to cross off a "GOTCHA" box on their gameboards. If not, the challenger crosses off a "GOTCHA" box.

6. After each team has had an opportunity to challenge the others, the teacher challenges all three teams by asking each team in turn a question on material they should have learned throughout the program. Examples of questions are included in this supplement. The team members may confer to answer the question. If the team answers the question correctly, each team member may cross a "CERTIFIED GENIUS" box off his or her gameboard.

7. Each day for the remainder of the game, teams select six more items and go through the preceding steps. On the last day, the team with the most boxes crossed off their gameboards wins. (You may want to devise a prize or recognition ceremony of some sort for the winning team.)

To the teacher: You may use these questions to challenge each team in turn so that they may earn a "certified genius" box on their gameboards (see further explanation on teacher guide pages).

1. What is the definition of consumer?
   Ans: One who uses or buys a product.
2. What is the average class percentage of consumer items selected by class members?
   Ans: Your own class percentage.
3. Of the 4000 injuries each year associated with extension cords, what age group is most affected?
   Ans: Young children.
4. One-third of child poisonings in the home are caused by what substances? Name four.
   Ans: Aspirin; antihistamines and cold medicines; detergents and soaps; perfumes and cologne; vitamins; disinfectants and deodorizers; bleach; insecticides; plants; and furniture polish.
5. Sometimes a good product in the right place is used in an unsafe manner. Name six unsafe practices in the bathroom and kitchen.
   Ans: Refer to Activity 6 and Activities 16 and 17.
6. Name four unsafe practices in the basement and garage.
   Ans: Refer to Activities 5 and 6.
7. What are the four steps to follow in case of electrical fire?
   Ans: (1) Unplug the appliance; (2) Use a dry chemical fire extinguisher or common baking soda on the fire; (3) Call the fire department; (4) If the fire spreads, get out of the house and call fire department from a neighbor's house.

8. Name six household structures that contribute to the almost 700,000 injuries each year related to structural hazards.
   Ans: stairs, floors, non-glass doors; glass doors and windows; bathtubs and showers; fireplaces.
9. What are some possible dangers of cooking with charcoal; using a power mower; playing on the playground?
   Ans: Refer to Activity 10.
10. Name the six characteristics of a good fire escape plan.
    Ans: (1) Identify two exits from each room; (2) Agree on a meeting place outside the house; (3) Sleep with bedroom doors closed; (4) Never go back into the house; (5) Check doors for "hot spots" before opening them; (6) Get down low and crawl under smoke.
11. Name five safety tips for "super sitters."
    Ans: Refer to Activity 13.
12. Name six possible hazards you could encounter in choosing a toy for a child.
    Ans: Refer to Activity 15.
13. Name five kinds of information you would find on a label.
    Ans: (1) product and manufacturer identification; (2) list of ingredients; (3) size of package; (4) method of use; (5) potential hazards, if any; (6) safety precautions.
14. What is the name of the Federal agency that develops safety standards for consumer products and researches causes and means of prevention of product-related deaths, injuries, and illnesses?
    Ans: U.S. Consumer Product Safety Commission.
15. Name five of the six safety criteria discussed.
    Ans: (1) mechanical safety; (2) chemical safety; (3) electrical safety; (4) thermal safety; (5) stability; (6) appropriate materials.

Awarding the Certificate:

Your signature and your school principal's signature will give some formality to the completion of this safety program. After you distribute each individual certificate to students, take time to read through the message on the certificate with them. Allow time for discussion and evaluation of the home hazard hunt.

SOURCE: The Door to Home Safety. US Product Safety Commission.

1203

• NO ELECTRIC APPLIANCES NEAR WATER • MEDICINE OUT OF REACH OF CHILDREN • STAIRS AND TRAFFIC WAYS CLEARED • ADEQUATE LIGHT IN HALLWAYS AND STAIRS • NO PAPERS, TRASH, EMPTY CONTAINERS PILED IN OR NEAR HOUSE • POISON CONTROL, FIRE, AND POLICE NUMBERS BY PHONE • NO FRAYED CORDS • FLAMMABLE LIQUIDS IN SEALED METAL CANS

THIS CERTIFIES THAT

____

HAS COMPLETED THE CONSUMER PRODUCT SAFETY PROGRAM AND IS HEREBY QUALIFIED TO DETECT AND PREVENT PRODUCT-RELATED HAZARDS AT HOME.

CONGRATULATIONS:
YOU MAY SAVE A LIFE ONE DAY!

____
DATE

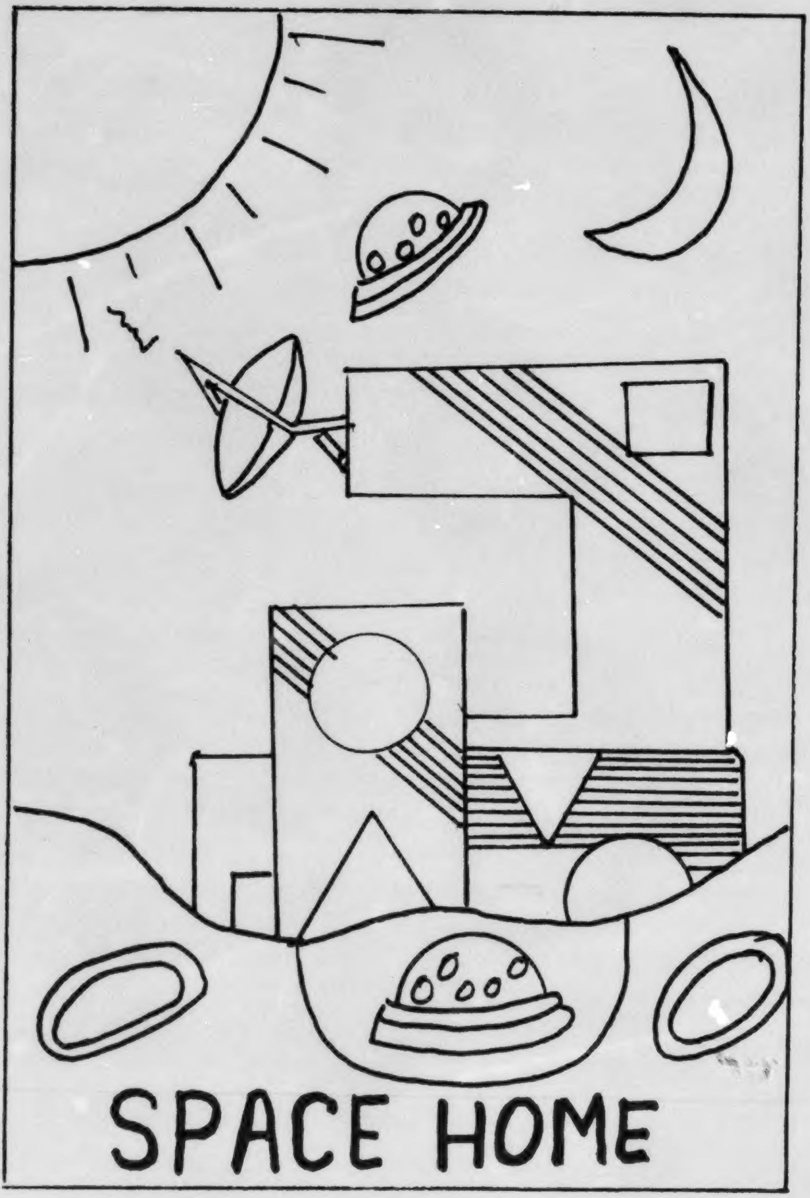
____
TEACHER

____
PRINCIPAL

1204

Supplement 3.11
HOUSING
World Influences

STEPS TO UNDERSTANDING WORLD INFLUENCES



Supplement 3.21
HOUSING
World Influences

A SIMPLER LIFE

Following is the definition of Voluntary Simplicity as used in this unit:

> A lifestyle in which individuals choose to live more simply, in consideration of the limited nature of the world's resources and with concern for the quality of life. This includes recycling, home production of foods, conservation of nature and energy and an emphasis on sharing companionship and skills.*

By Lifestyle we mean:

> A person's (or family's) preferred approach to living, including moral attitudes, preferred entertainment, living arrangements, style of dress and occupational choice.*

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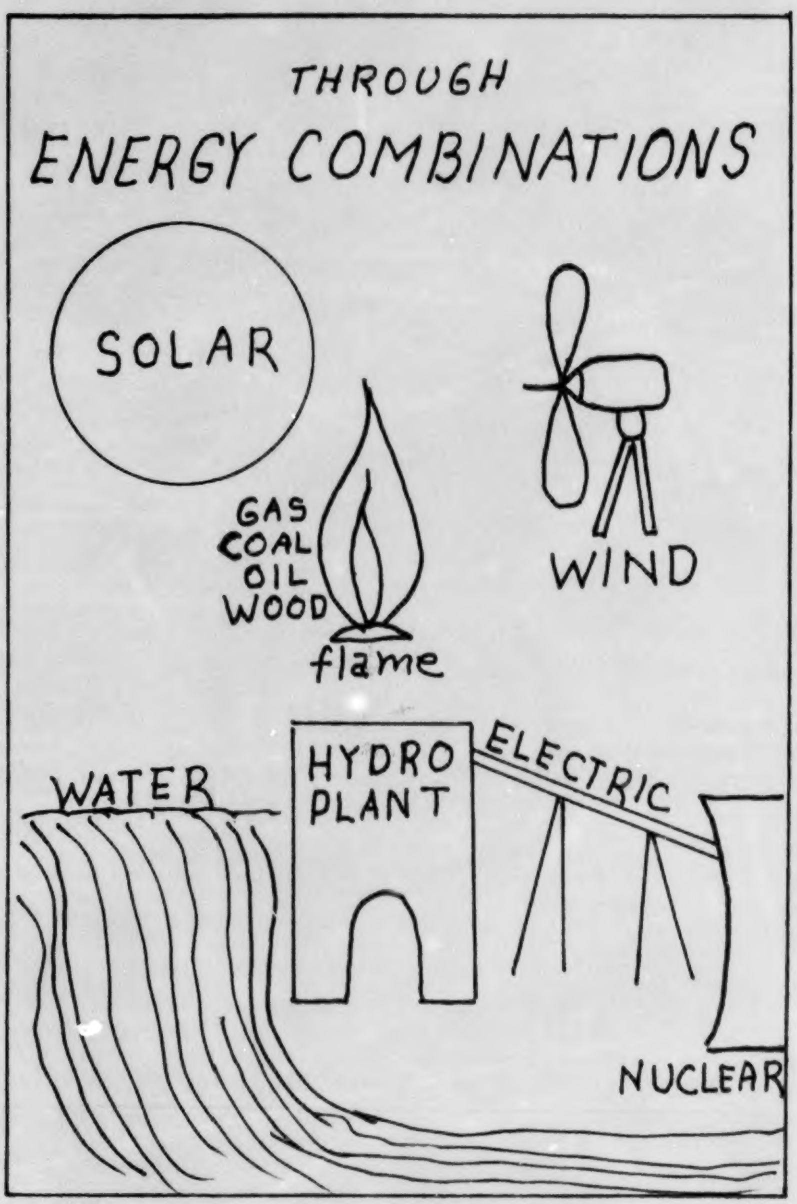
* Definitions from Ruth Pestle, Project Director. Integrating Voluntary Simplicity of Lifestyle into Home Economics. Florida Department of Education, 1981.

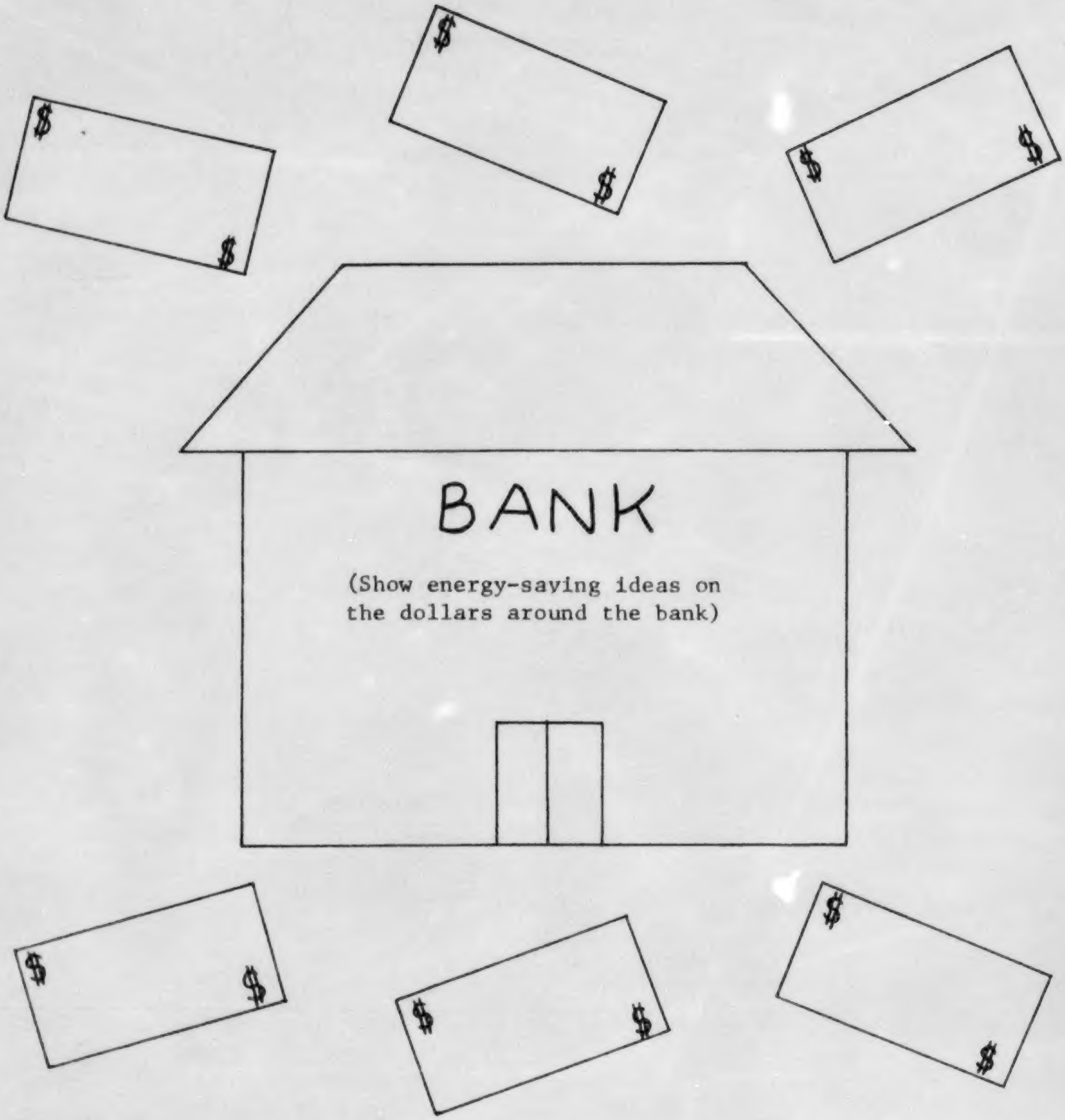
STEPS TO CONSERVING ENERGY


THROUGH
ENERGY COMBINATIONS
SOLAR
GAS
COAL
OIL
WOOD
flame
WIND
WATER
HYDRO PLANT
ELECTRIC
NUCLEAR

1207

Supplement 3.31
HOUSING
Energy Concerns

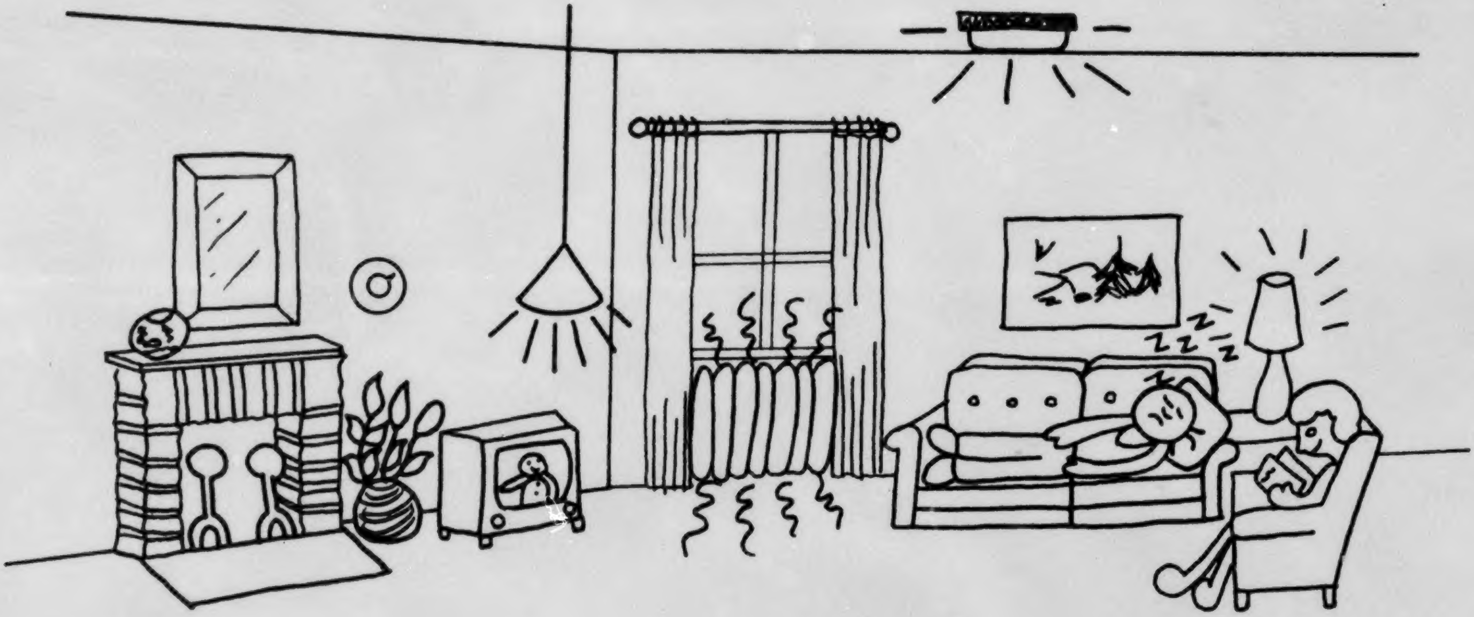
BANK BOTH ENERGY AND MONEY



(Show energy-saving ideas on the dollars around the bank)

CAN YOU IDENTIFY ALL THE THINGS

THIS FAMILY CAN DO TO CONSERVE ENERGY?



Supplement 3.31
HOUSING
Energy Concerns

SOURCE: As The Consumer World Turns. Ohio University.

WAYS TO SAVE:

Lower Thermostat

Wear Sweaters

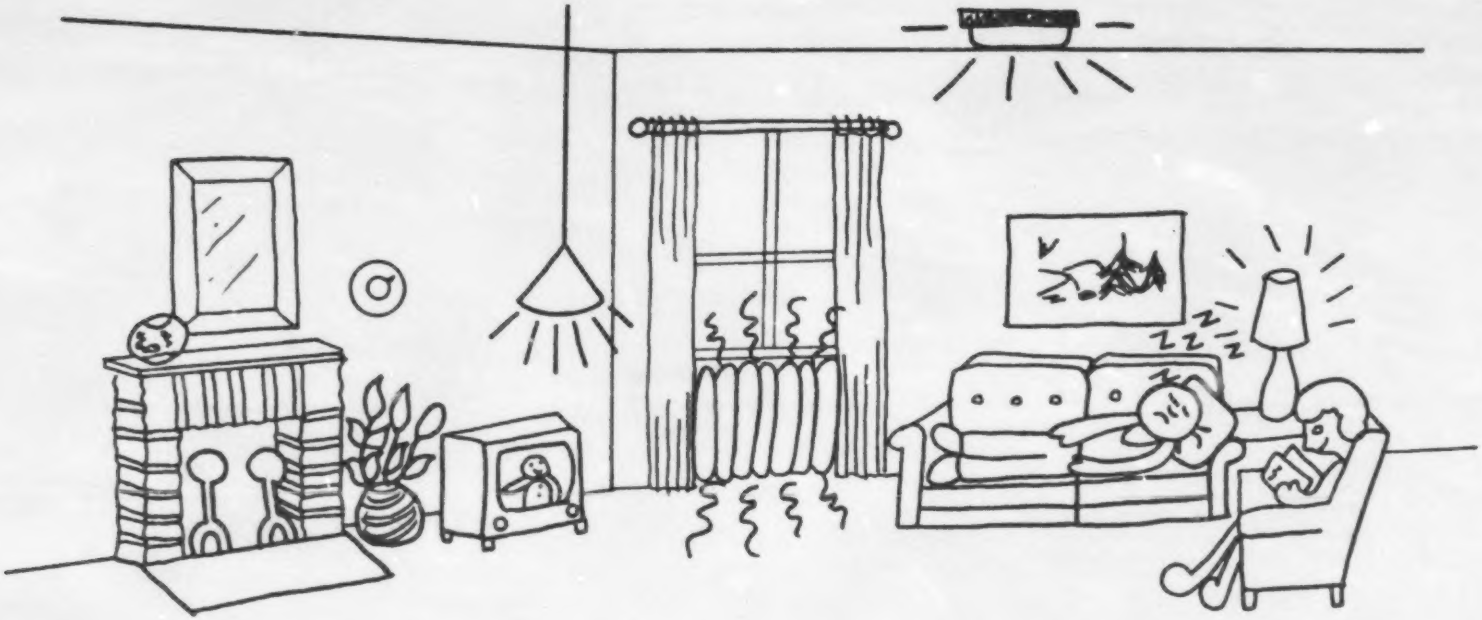
Be sure damper for fireplace is closed

Turn off TV when it is not being watched

Burn only the necessary lights

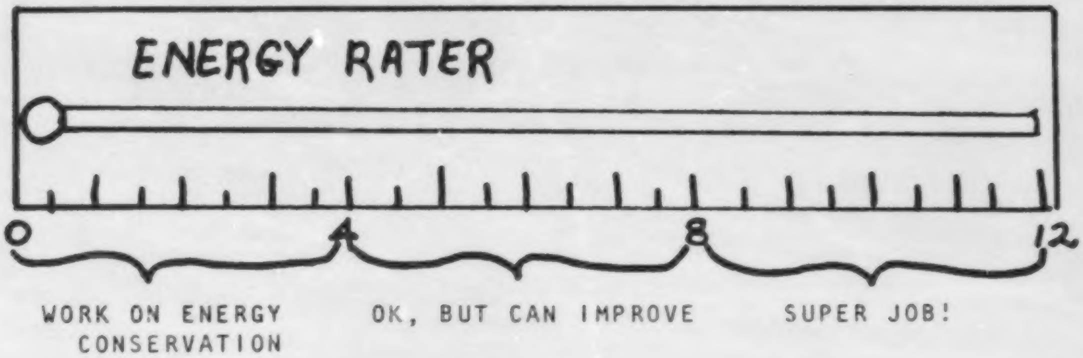
Close draperies at night

Choose a window treatment that does not cover heat source



DISCOVER YOUR E.Q. (ENERGY QUOTIENT)

Circle if the items listed below are true or false statements concerning energy conservation in the home. Then compare how many items you circled correctly with the energy rater used to measure your energy quotient.



1. T F Use fluorescent lighting as it utilizes energy 70% more efficiently than incandescent lighting.

2. T F Paint walls a dark color to maintain heat.

3. T F Use the conventional oven to replace cooking on surface units for food preparation to save energy.

4. T F Use self cleaning ovens rather than ovens without cleaning features to conserve energy.

5. T F Use the smaller size units on the electric range, regardless of pan size, as they consume less energy.

6. T F Refrigerators are the third greatest consumer of electrical energy in the home; thus anything that we can do to utilize them more efficiently will conserve a notable amount of energy.

7. T F Take a bath, rather than shower, as it requires less hot water.

8. T F The most significant way to reduce home heating energy consumption is to insulate the house properly.

9. T F It does not reduce energy consumption to reduce the thermostat at night, because it will require more energy to reheat the next morning.

10. T F A noticeable energy saver would be to lower the thermostat on the hot water heater to maintain 140° for families with dishwashers; at 120° for families without dishwashers.

11. T F Microwave ovens will conserve energy regardless of the type and amount of food to be prepared.

Supplement 3.31 - HOUSING
Discover Your E.Q. (ENERGY QUOTIENT)
Page 2

12. T F One of the greatest consumers of energy in the home is the hot water heater. A hot water faucet that leaks one drip per second will waste 200 gallons of hot water per month.

If you get this number of answers correct:

0-4 = Oops. Need to learn more about energy conservation.

4-8 = OK. But still need to developmore energy conservation awareness.

8-12 = Super job! How can you help others conserve?

Key: 1-T; 2-F; 3-F; 4-T; 5-F; 6-T; 7-F; 8-T; 9-F; 10-T; 11-F; 12-T

As the Consumer World Turns. Ohio University.

Supplement 3.32
HOUSING
Energy Concerns
(game)

DOLLARS AND SENSE

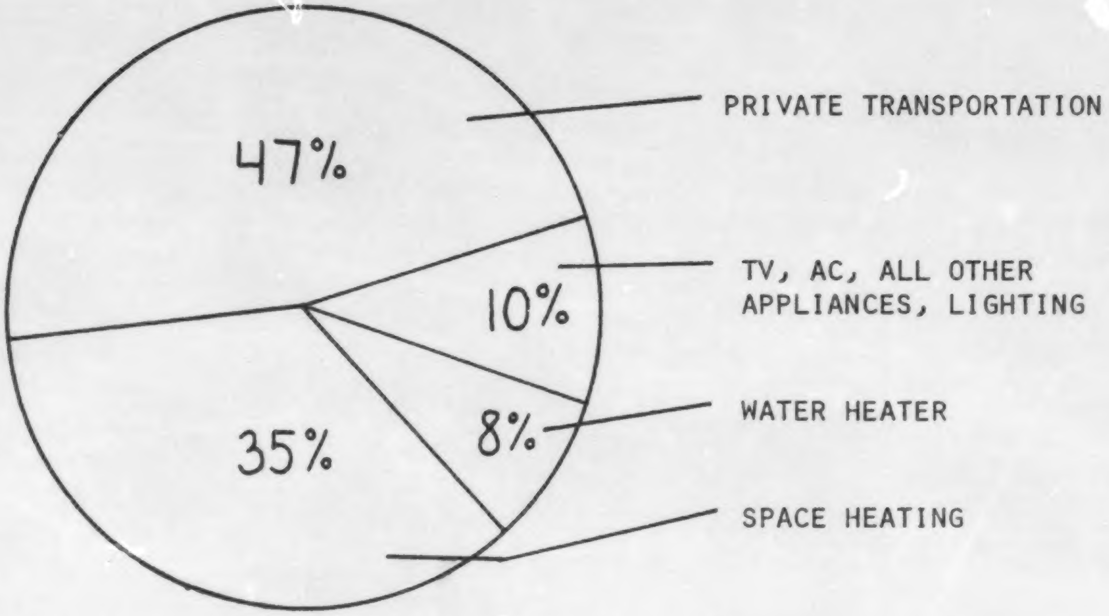
Number to 12 on your paper and add or subtract the amount of money given in each item. You may also use play money from a pile rather than writing your answers.

1. Give yourself $5.00 if you have storm windows.
2. Give yourself $3.00 if your windows are caulked?
3. Give yourself $1.00 if you close the door tightly.
4. Give yourself $10.00 if you have lowered the thermostat in winter.
5. Take away $5.00 if you open the refrigerator before you decide what you want.
6. Take away $1.00 if you turn the light on during the day.
7. Give yourself $4.00 if you can shower in 5 minutes or less.
8. Take away $1.00 if you allow the water to run while you brush your teeth.
9. Take away $5.00 if you machine wasn and dry less than full loads of clothes.
10. Give yourself $5.00 if you turn the lights out in the room once you leave.
11. Take away $5.00 if you leave the radio or TV on once you leave the room.
12. Give yourself $5.00 if you use a microwave for small amounts of food to be cooked.

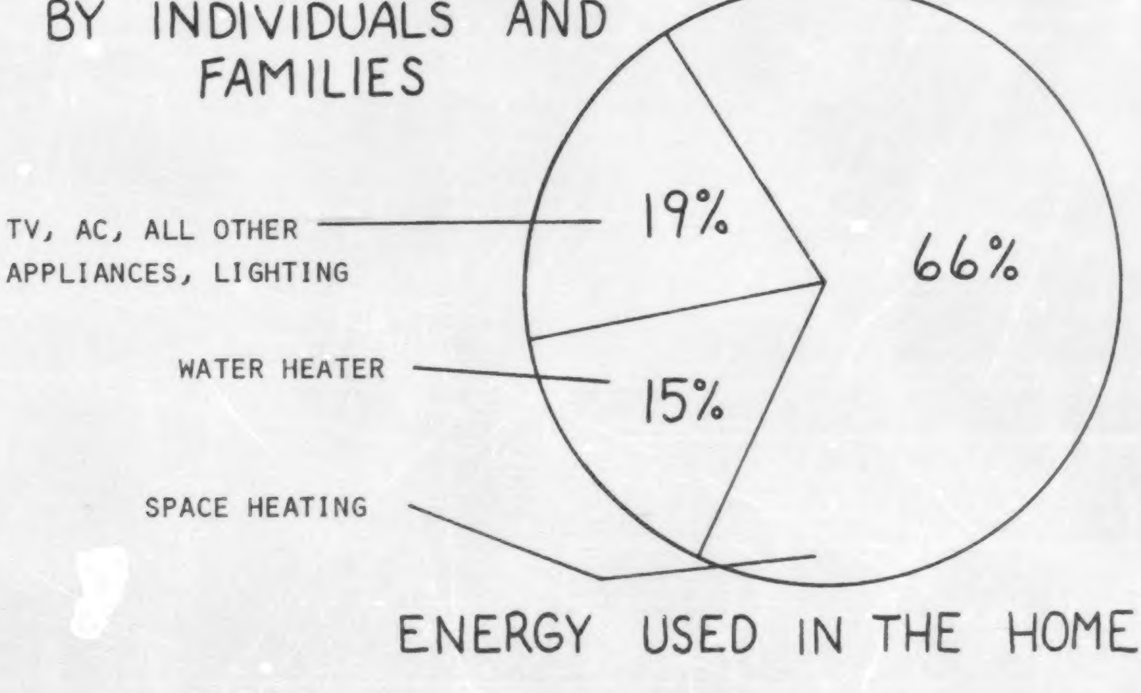
Which are you?

Super Sally or Sam	- $28 - 33
Moderate Meg or Mark	- $22 - 27
Wasteful Wilma or Willie	- $21 or less

WHERE CAN I REALLY SAVE?



ENERGY USED DIRECTLY BY INDIVIDUALS AND FAMILIES



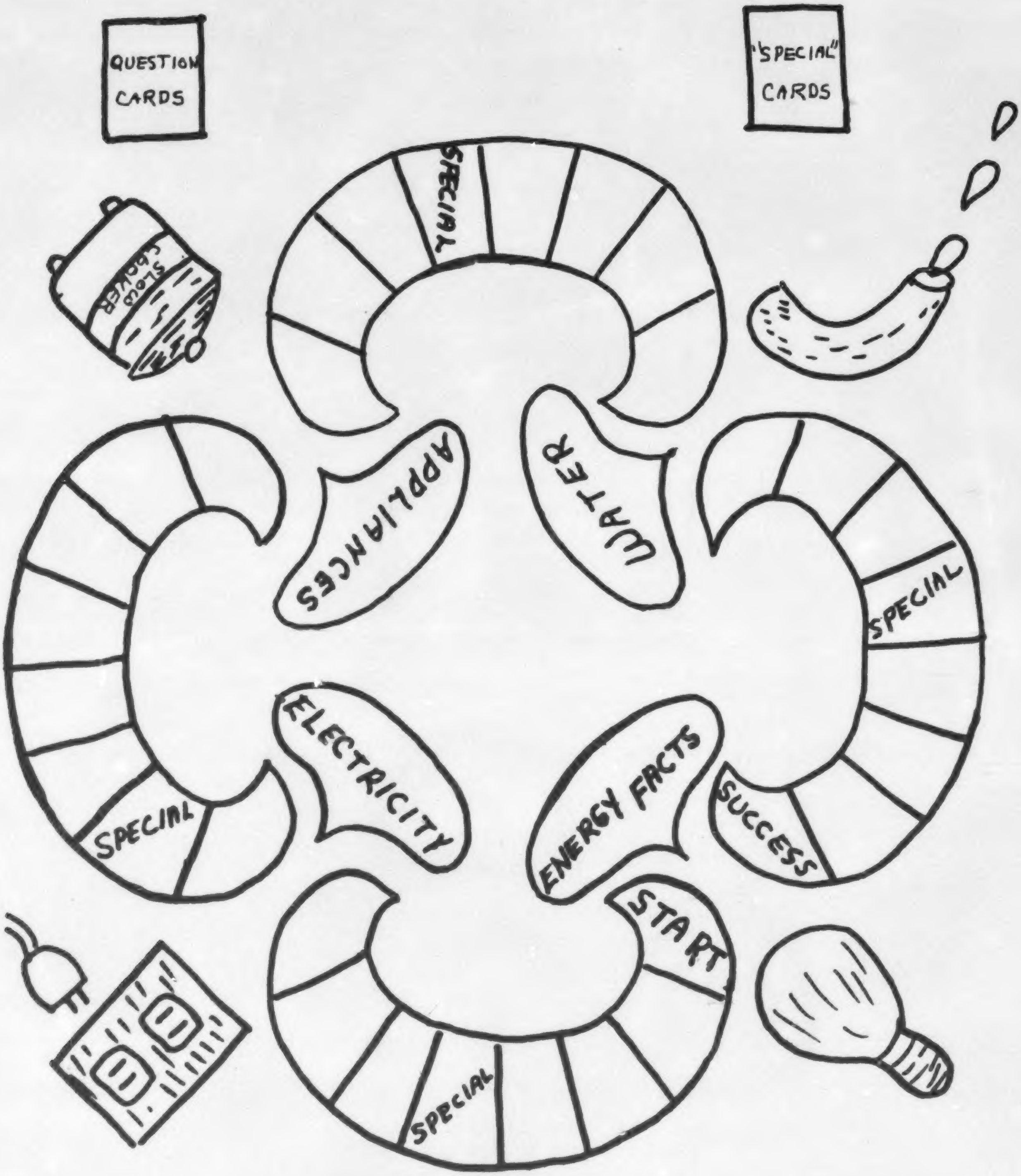
ENERGY USED IN THE HOME

ELECTRIC APPLIANCE USAGE

APPLIANCE	Average Wattage	Annual KWHR Consumption	Monthly KWHR Consumption
Air Cleaner	50	216	18
Bed Covering	177	147	13
Blender	386	15	2
Broiler	1,436	100	9
Carving Knife	92	8	1
Clock	2	18	2
Clother Dryer	4,856	993	83
Coffee Maker	894	106	9
Deep Fryer	1,448	83	7
Dehumidifier	257	377	32
Dishwasher	1,201	363	31
Egg Cooker	516	14	2
Fan (attic)	370	291	25
Fan (circulating)	88	43	4
Fan (rollaway)	171	138	12
Fan (window)	200	170	15
Floor Polisher	305	15	2
Freezer (15 cu.ft.)	341	1,195	100
Freezer (Frostless 15 cu. ft.)	440	1,761	148
Frying Pan	1,196	186	16
Germicidal Lamp	20	141	12
Hair Dryer	750	38	3
Heat Lamp (infrared)	250	13	1
Heating Pad	65	10	1
Hot Plate	1,257	90	8
Humidifier	177	163	14
Iron (hand)	1,008	144	12
Lighting (average)		900	75
Mixer	127	13	1
Oven, Microwave	1,500	300	25
Oven, Self-cleaning	4,800	1,146	96
Radio	71	86	8
Radio/Record Player	109	109	10
Range	12,200	1,175	98
Self-clean	12,200	1,205	101
Refrigerator/Freezer (14 cu.ft.)	326	1,137	95
Refrigerator/Freezer (frost-less 14 cu.ft.)	615	1,829	152
Roaster	1,333	205	18
Sandwich Grill	1,161	33	3
Sewing Machine	75	11	1
Shaver	14	1.8	.15
Sun Lamp	279	16	2
Television (b/w)			
tube type	160	350	30
solid-state	55	120	10
Television (color)			
tube type	300	660	55
solid-state	200	440	37
Toaster	1,146	39	4
Tooth Brush	7	0.5	.04
Trash Compactor	1,380	36	3
Vacuum Cleaner	630	46	4
Vibrator	40	2	.16
Waffle Iron	1,116	22	2
Washing Machine (auto)	512	103	9
Washing Machine (non-auto)	286	76	7
Waste Disposer	445	30	3
Water Heater (quick-recovery)	4,500	4,811	401

Source: Appalachian Power Company

YOU THE ENERGY GAME


QUESTION CARDS
"SPECIAL" CARDS
SLOW COOKER
SPECIAL
APPLIANCES
WATER
SPECIAL
ELECTRICITY
ENERGY FACTS
SPECIAL
SUCCESS
START
SPECIAL

MATERIALS AND EQUIPMENT

Game Board, markers, decks of question cards and "Special" cards, lists of questions and answers, rules for game.

INTRODUCTION: Have materials out on tables. As an attention-getter, ask the following questions:

How many know what your family electricity bill was last month?
How many know how to read your gas meter?
How many of you saved water in the last couple of days by taking a quick shower instead of a bath?
How many of you either walked to school or car-pooled to school today?
How many of you can list three forms of energy?

Pass out rules of YOU - The Energy Game and Discuss.

RULES FOR PLAYING

1. Divide students into groups of four or five. One student in each group should act as monitor with the answer key.
2. Shuffle decks of cards.
3. Each player should select a different marker and place it on the "Start" square.
4. Each player takes his/her turn by drawing the top card on the pile of question cards and stating aloud the number of the question. The question and answer should be stated to the group. If the player answers the question correctly according to the answer sheet, she/he advances the number of squares indicated on the card. If the player answers incorrectly, she/he remains on the same square.
5. Players landing on a "Special" square will pick a card from the "Special" deck and follow directions given on card.
6. Play continues in a clockwise rotation until someone reaches the "Success" square on the board. The first player to do so is the winner.
7. Questions with more than one possible answer may be accepted by group and/or teacher approval.

EVALUATION

Teacher observation of individual student's progress. Note question areas students did and did not know.

Supplement 3.3^2 - HOUSING
You the Energy Game
Page 3

Question Cards:

1. Give the name or the symbol for the independent testing agency which tests products for safety.
   (Underwriters' Laboratory or UL) 2 points

2. T-F If electric appliances are disconnected before cleaning or repairing, there is no danger of electric shock.
   (True) 1 point

3. The amount of power used by most small appliances is measured in ______.
   (Watts) 2 points

4. T-F You get more light from one 100-watt bulb than from two 50-watt bulbs even though they use the same amount of energy.
   (True) 1 point

5. T-F Fluorescent lights are more efficient and more economical than incandescent lights.
   (True) 1 point

6. When baking in the oven with aluminum foil, which side should be to the outside?
   (Dullside) 2 points
   Why? (Helps to absorb heat) 2 points

7. Of the energy consuming equipment in the average home, which two use the highest percentage of energy.
   (Furnace-heating and the water heater)
   2 points (4 points total)

8. List two hints in cooking foods which save energy.
   (Cook at lowest suitable heat, use little amount of water, thaw foods competely before cooking, do not overcook, or use tight fitting lid.) (Other answers possible.) 4 points

9. T-F Hot water aids in optimum use of the garbage disposal.
   ((False) 1 point

10. One dripping faucet may cause the loss of a possible total of ________ gallons of water per day.
    A. 5 gallons B. 25 gallons C. 50 gallons
    (C = 50 gallons) 1 point

11. When using the clothes washer to keep energy and water usage to a minimum, match the water level to the ______ size.
    (Load) 2 points

12. T-F As a general rule, small appliances use less energy thqn large ones when preparing a given food.
    (True) 1 point

13. List two features of pots and pans which help conserve energy (besides the materials they are made of)
(Tight fitting lid, straight sides and flat bottoms) 4 points

14. Why do surface burner pans save energy when kept shiny and clean?
(Reflect more heat) 3 points

15. Of the following, which 3 appliances use the most electricity?
A. Clock, electric blanket, electric skillet
B. Refrigerator-freezer, toothbrush, mixer
C. Vacuum cleaner, can opener, dishwasher)
(Refrigerator-freezer, toothbrush, mixer) 2 points

16. T-F A pop-uptoaster uses less energy than a toaster oven.
(False) 1 point

17. Name 2 ways to reduce energy used by the freezer.
(Planning trips to avoid opening door too often, keep freezer as full as possible. defrost often.)
(Other answers possible.) 4 points

18. Name one way we can use the clothes washer to save energy.
(Full loads, cold water rinses) 2 points

19. List at least two ways to save energy when drying clothes.
(Keep filter clean, dry only until damp, remove clothes immediately, use only for bulky items, use clothes lines) 4 points

20. List an effective way of reducing energy used by the dishwasher.
(Open door during heat cycle and let air dry, wash only full loads.) (Other answers possible.) 2 points

21. T-F A dishwasher requires the same amount of energy to wash a 3-place setting of dishes as it does to wash an 8-place setting load.
(True) 2 points

22. Choose the best answer. Cooks may reduce heat loss in the oven by avoiding: (A) turning the light on during cooking; (B) opening the oven door during baking; (C) use of metal pans in the oven.
(B) 2 points

23. Name 2 ways to reduce energy used by the refrigerator.
(Avoid opening door often, avoid packing the refrigerator; if safety is not a factor, cool hot foods before refrigeration.) (Other answers possible.) 4 points

24. Why do self-cleaning ovens use less energy than regular ovens during oven baking?
(More insulation in self-cleaning oven.) 3 points

25. T-F A 5% moisture content left in clothes after drying cycle will reduce wrinkling if they are removed immediately.
(True) 1 point

26. T-F If dried on the permanent press cycle, clothes will wrinkle less if allowed to cool in the dryer before removing.
(False) 1 point

27. T-F A non-self-cleaning oven costs less per hour to use than a self-cleaning oven.
(False) 1 point

28. T-F At 1979 prices a gas clothes dryer costs more to operate per load than an electric clothes dryer.
(False) 1 point

29. T-F If preparing two baked potatoes, it takes less energy to use the microwave than a regular oven.
(True) 1 point

30. T-F Pre-heating your oven for 15 minutes before baking saves energy.
(False) 1 point

31. T-F Microwave cooking is most efficient at the high setting.
(True) 1 point

32. List a technique to use to conserve water when preparing dishes for the dishwasher.
(Use rubber spatula-no need to rinse off dishes.) 3 points

33. Explain how keeping drinking water in the refrigerator saves water.
(Eliminates need to run water in faucet to get cold water.) 2 points
(Also allow 2 points for answer: It won't save water for those who are willing to drink it at tap temperature.)

34. Why does cold water in the washer save energy?
(Eliminates water heating costs) 2 points

35. T-F Washing a full load of clothes takes less water than two half-loads.
(True) 1 point

36. When hand rinsing dishes, list a technique to save water.
(Do not leave water running during rinse. Fill sink of water and dip dishes in.) 2 points

37. List two refrigerator placements which increase its energy use.
(Heat vent, dishwasher, range, windows and sunlight may cause energy loss if next to refrigerator.) 4 points

38. Give one way to conserve water regarding faucets.
(Shut off faucets completely, put a water-saver on shower head, repair leaky faucets.) 2 points

39. Why should user manuals for equipment be read in order to save energy?
(To get most efficiet use of your equipment, prevents possible damage, prevents safety hazards)
(Other answers possible.) 2 points

40. T-F If a glass pan is used for baking a cake, the baking time will be decreased.
(False) 1 point

41. T-F Keeping your freezer defrosted results in less energy use.
(True) 1 point

42. T-F Energy efficiency is reduced when overloading electrical circuits.
(True) 1 point

43. Name 3 places in your home where warm air mayescape during the winter.
(Cracks, doors, windows, fireplaces, walls, foundations, ceilings) (Other answers possible.) 3 points

44. Name 2 ways to reduce heat loss from the home.
(Stop air leaks, replace furnace filters, add insulation, use of storm windows, caulking and weatherstripping windows and doors) (Other answers possible.) 2 points

45. T-F An automatic defroster refrigerator uses the same amount of energy as does a manual defrosting refrigerator.
(False. It uses more.) 1 point

46. Give three examples of where human energy can substitute for fuel energy.
(Opening can by manual method, washing dishes by hand, avoiding use of electric toothbrush, ride a bike or walk, hanging clothes on lines to dry) (Other answers possible.) 3 points

47. T-F Keeping the lint filter clean in the clothes dryer has no effect on the energy efficiency of that appliance.
(False) 1 point

48. Explain why using light colors for walls and ceiling helps to conserve energy.
(Reflects more light and requires less artificial lighting.) 2 points

49. T-F Space heaters are low energy users.
(False) 1 point

50. How do oven timers help reduce energy waste? List one way.
(Eliminates opening oven door and/or lifting lids)
(Other answere possible.) 1 point

51. If preparing a chicken for casseroles, which appliance would be most energy-efficient to use. Choose best answer.
(A) microwave; (B) pressure cooker; (C) simmering on low heat on range
(B pressure cooker) 1 point

52. When is the best time to use the self-cleaning feature on a dirty oven?
(When oven is already hot or a night when fuel use is lower.) 2 points

"SPECIAL" CARDS

1. Advance 2 spaces. Stand up and shout Energy Conservation.
2. You have just opened the refrigerator door for the tenth time in preparing a meal. Go back 3 spaces.
3. You used the wrong size of burner for pan size. Go back 2 spaces.
4. You used clothes line instead of clothes dryer. Go ahead 2 spaces.
5. You opened your can manually. Go ahead one space.
6. You left the water running while you peeled the onion. Go back one space.
7. You forgot to turn out the lights when leaving the kitchen. Go back 2 spaces.
8. You forgot to turn off the oven after you took your pizza out. Go back 2 spaces.
9. You peeked in the oven at your masterpiece three times and lost oven heat. Go back 2 spaces.
10. You learned to use the pressure cooker to save energy. Move ahead 3 spaces.
11. You remember to set the oven timer to eliminate opening door to check on your souffle. Move ahead 2 spaces.
12. You are remembering to use the microwave for small quantities of food. Go ahead 2.
13. You planned an oven meal with foods which were baked at the same time. Move ahead 2 spaces.
14. You cleaned the refrigerator coils to helpsave energy. Go ahead 1 space.

SOURCE: Energy Management Strategies for Colorado Home Economics Teachers. Colorado State Board of Community Colleges and Occupational Education. November 1979. Game developed by Carilyn K. Norris, Colorado State University; Bonnie Bonewitz, Loveland High School; and Patricia Rodriquez, Thompson Valley High School.

SAVE A WATT GAME

Rules of the game: Two or more players may play the "Save A Watt" Game. Each player begins with 15 watts . . . 1 five watt square, 3 two watt squares, 4 one watt squares. One player should be designated to act as "Banker" keeping his money separate from the banks.

There are two ways to win. First a player can win by reaching the bulb, and at the same time having the least number of watts, or a player wins if he gets rid of all of his watts at any time during the game.

To Play: All players roll dice and the player with the highest number starts to play. The starting player rolls dice again and starts play by moving his marker the same number of squares as shown on the dice. Other player follow in a clockwise direction. If a player lands on a space telling him to "SAVE A WATT", he returns one watt square to the banker. If instructed to SAVE 2 WATTS he returns 2 watts and so on. If a player lands on a FREE SPACE, he may immediately roll again. If a player lands on the ENTRANCE to one of the loops he must enter the loop.

There are 2 entrances to "SAVE A WATT" row which leads to the lightbulb. A player landing on either entrance may move toward the bulb on his next turn if he wishes, however he can win only if he has the least number of watts when he reaches the bulb, so it may be wise not to enter.

If the number rolled takes the player past the entrance, he must continue around the board again.

Players do not have to reveal the number of watts they hold unless one player reaches the bulb, and it is time to "read your meter". A player must land on the bulb with an exact roll. If he reaches the bulb, and does not have the least number of watts, he must take 5 watts from the banker and return to start.

The game continues until a player reaching the bulb has the least number of watts, or until a player gets rid of all his watts.

Note: Pages 3 and 4 of this supplement should be combined to make the gameboard.

SOURCE: Reprinted by permission of the Consolidated Edison Company of New York, Inc.

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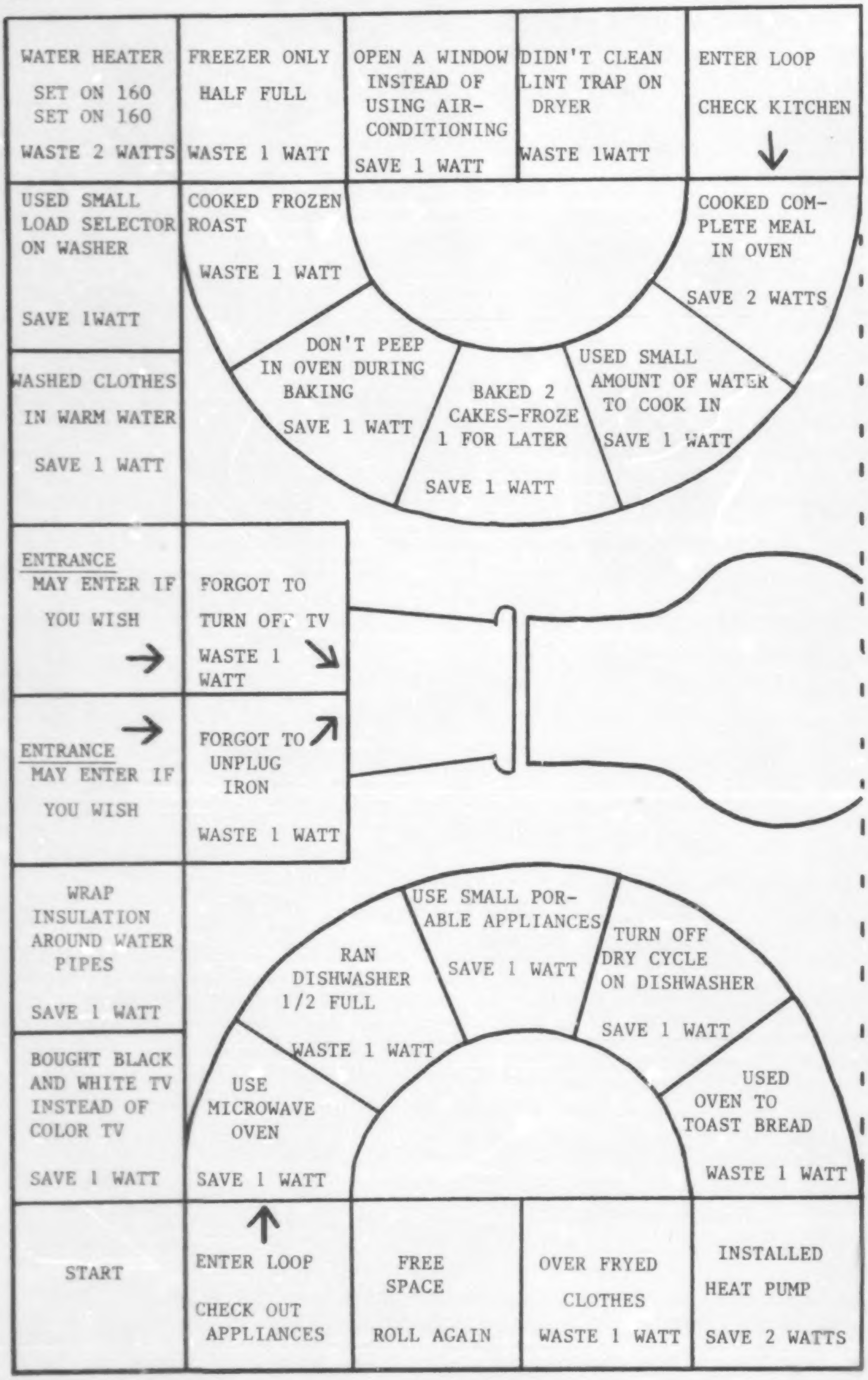
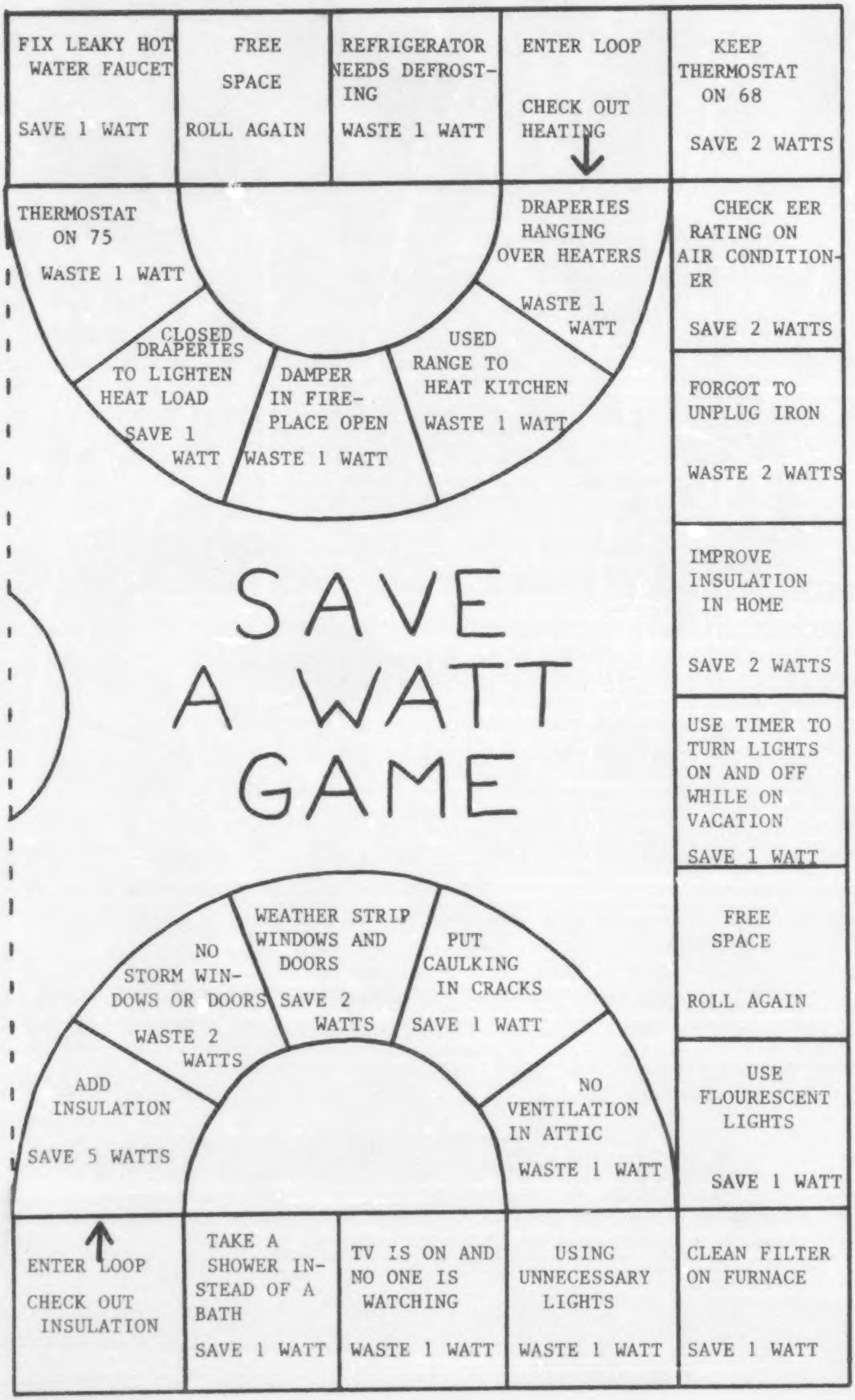
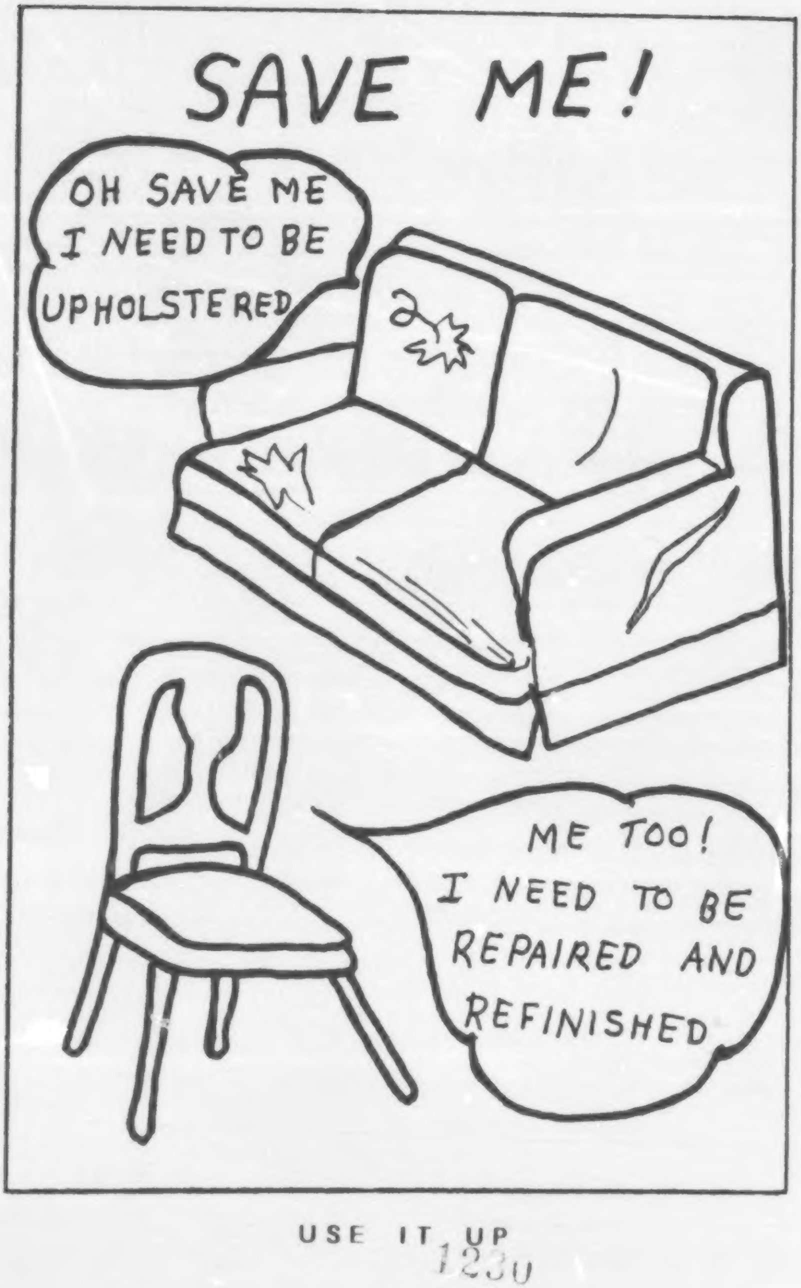
PLAYER 1	PLAYER 2	PLAYER 3	PLAYER 4	PLAYER 5	PLAYER 6
1 WATT	1 WATT	1 WATT	1 WATT	1 WATT	1 WATT
1 WATT	1 WATT	1 WATT	1 WATT	1 WATT	1 WATT
1 WATT	1 WATT	1 WATT	1 WATT	1 WATT	1 WATT
1 WATT	1 WATT	1 WATT	1 WATT	1 WATT	1 WATT
2 WATTS	2 WATTS	2 WATTS	2 WATTS	2 WATTS	2 WATTS
2 WATTS	2 WATTS	2 WATTS	2 WATTS	2 WATTS	2 WATTS
2 WATTS	2 WATTS	2 WATTS	2 WATTS	2 WATTS	2 WATTS
5 WATTS	5 WATTS	5 WATTS	5 WATTS	5 WATTS	5 WATTS


WATER HEATER
SET ON 160
SET ON 160
WASTE 2 WATTS
FREEZER ONLY
HALF FULL
WASTE 1 WATT
OPEN A WINDOW
INSTEAD OF
USING AIR-
CONDITIONING
SAVE 1 WATT
DIDN'T CLEAN
LINT TRAP ON
DRYER
WASTE 1WATT
ENTER LOOP
CHECK KITCHEN
USED SMALL
LOAD SELECTOR
ON WASHER
SAVE 1WATT
COOKED FROZEN
ROAST
WASTE 1 WATT
COOKED COM-
PLETE MEAL
IN OVEN
SAVE 2 WATTS
DON'T PEEP
IN OVEN DURING
BAKING
SAVE 1 WATT
BAKED 2
CAKES-FROZE
1 FOR LATER
SAVE 1 WATT
USED SMALL
AMOUNT OF WATER
TO COOK IN
SAVE 1 WATT
WASHED CLOTHES
IN WARM WATER
SAVE 1 WATT
ENTRANCE
MAY ENTER IF
YOU WISH
FORGOT TO
TURN OFF TV
WASTE 1
WATT
ENTRANCE
MAY ENTER IF
YOU WISH
FORGOT TO
UNPLUG
IRON
WASTE 1 WATT
WRAP
INSULATION
AROUND WATER
PIPES
SAVE 1 WATT
RAN
DISHWASHER
1/2 FULL
WASTE 1 WATT
USE SMALL POR-
ABLE APPLIANCES
SAVE 1 WATT
TURN OFF
DRY CYCLE
ON DISHWASHER
SAVE 1 WATT
BOUGHT BLACK
AND WHITE TV
INSTEAD OF
COLOR TV
SAVE 1 WATT
USE
MICROWAVE
OVEN
SAVE 1 WATT
USED
OVEN TO
TOAST BREAD
WASTE 1 WATT
START
ENTER LOOP
CHECK OUT
APPLIANCES
FREE
SPACE
ROLL AGAIN
OVER FRYED
CLOTHES
WASTE 1 WATT
INSTALLED
HEAT PUMP
SAVE 2 WATTS


FIX LEAKY HOT WATER FAUCET SAVE 1 WATT
FREE SPACE ROLL AGAIN
REFRIGERATOR NEEDS DEFROSTING WASTE 1 WATT
ENTER LOOP CHECK OUT HEATING
KEEP THERMOSTAT ON 68 SAVE 2 WATTS
THERMOSTAT ON 75 WASTE 1 WATT
CLOSED DRAPERIES TO LIGHTEN HEAT LOAD SAVE 1 WATT
DAMPER IN FIREPLACE OPEN WASTE 1 WATT
USED RANGE TO HEAT KITCHEN WASTE 1 WATT
DRAPERIES HANGING OVER HEATERS WASTE 1 WATT
CHECK EER RATING ON AIR CONDITIONER SAVE 2 WATTS
FORGOT TO UNPLUG IRON WASTE 2 WATTS
IMPROVE INSULATION IN HOME SAVE 2 WATTS
USE TIMER TO TURN LIGHTS ON AND OFF WHILE ON VACATION SAVE 1 WATT
SAVE A WATT GAME
FREE SPACE ROLL AGAIN
USE FLOURESCENT LIGHTS SAVE 1 WATT
NO VENTILATION IN ATTIC WASTE 1 WATT
PUT CAULKING IN CRACKS SAVE 1 WATT
WEATHER STRIP WINDOWS AND DOORS SAVE 2 WATTS
NO STORM WINDOWS OR DOORS WASTE 2 WATTS
ADD INSULATION SAVE 5 WATTS
CLEAN FILTER ON FURNACE SAVE 1 WATT
USING UNNECESSARY LIGHTS WASTE 1 WATT
TV IS ON AND NO ONE IS WATCHING WASTE 1 WATT
TAKE A SHOWER INSTEAD OF A BATH SAVE 1 WATT
ENTER LOOP CHECK OUT INSULATION

RECYCLING--STEPS TO SAVING


SAVE ME!
OH SAVE ME I NEED TO BE UPHOLSTERED
ME TOO! I NEED TO BE REPAIRED AND REFINISHED

USE IT UP

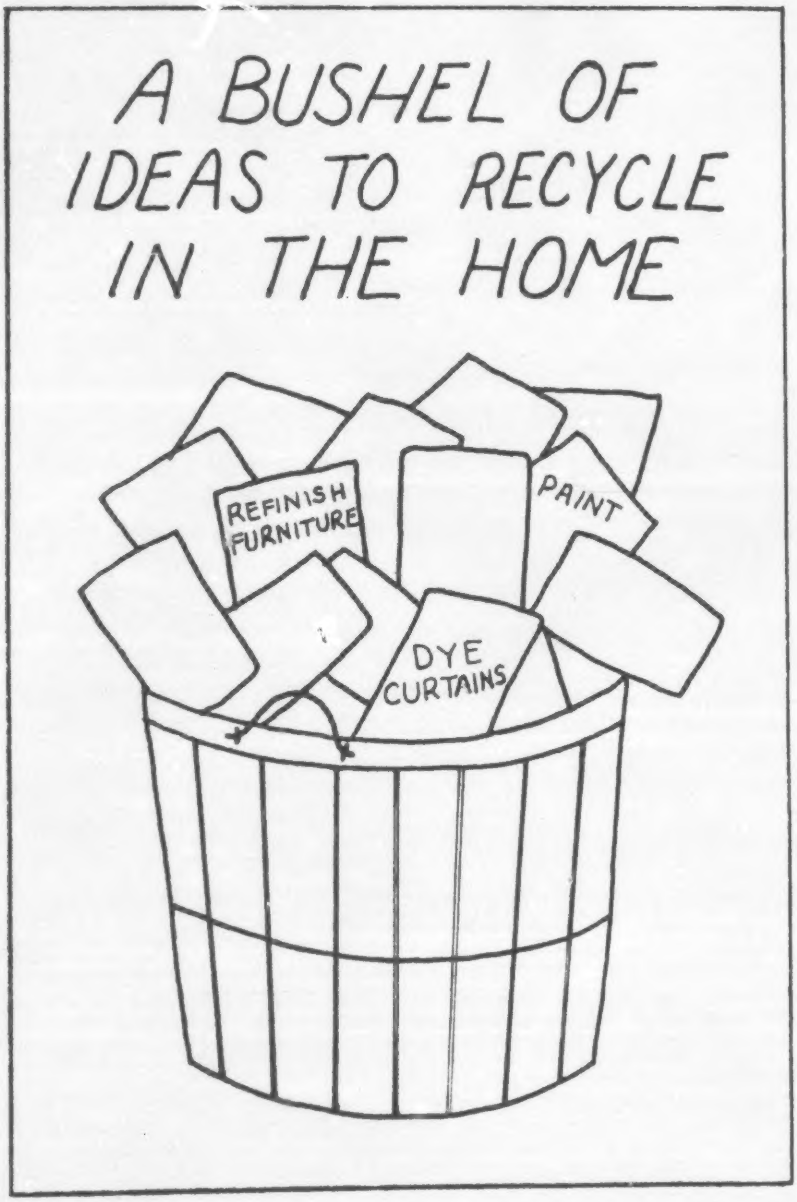
Supplement 3.41
HOUSING
Recycling

USE IT AGAIN, SAM

QUESTION	Person 1	Person 2	Person 3	Person 4	Person 5
Has the economy today affected your purchases? How?					
Are you recycling more than in the past?					
What have you recycled, and how?					
How much did you save by recycling?					

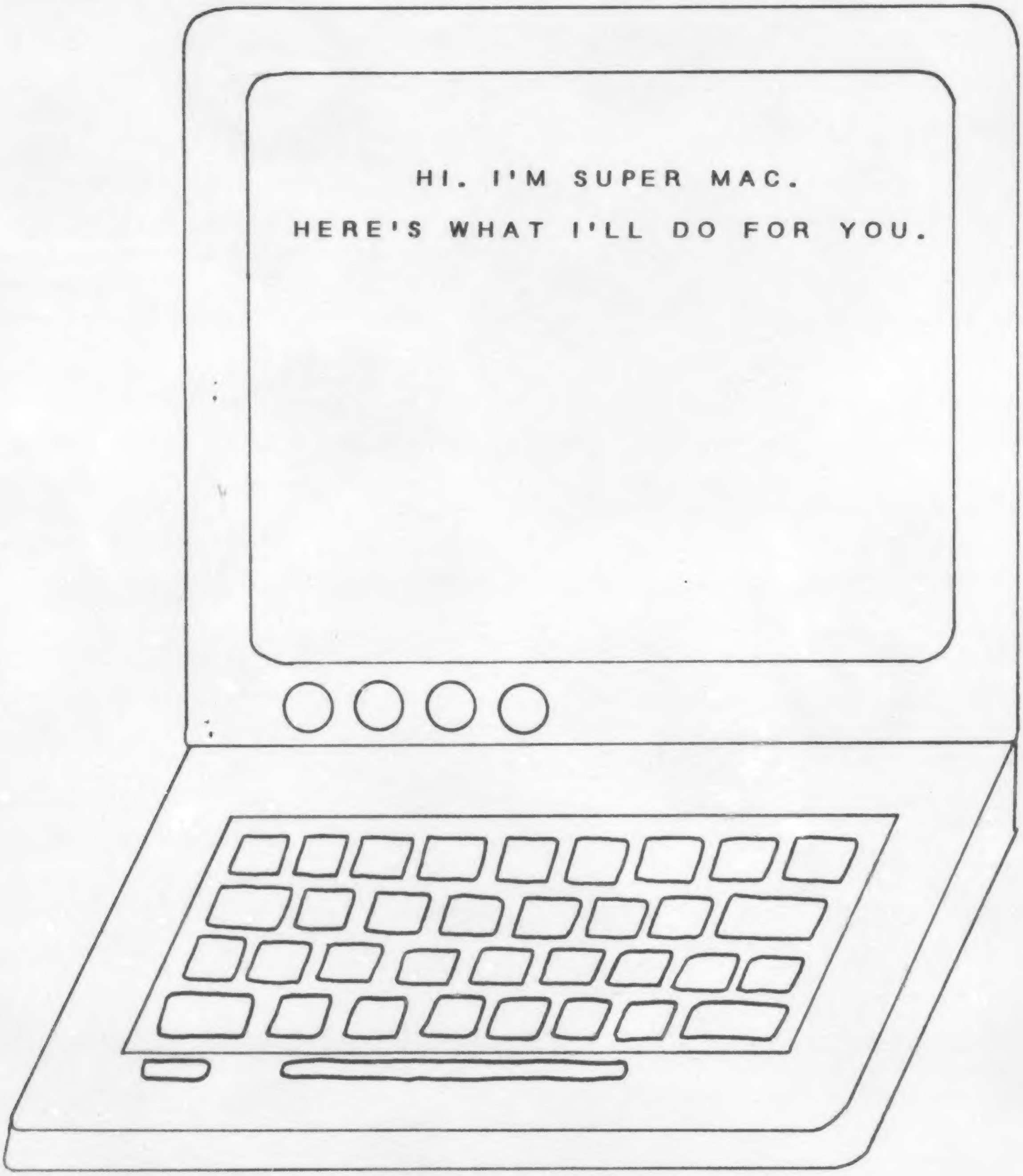
Supplement 3.42
HOUSING
Recycling

RECYCLING--STEPS TO SAVING


A BUSHEL OF IDEAS TO RECYCLE IN THE HOME
REFINISH FURNITURE
PAINT
DYE CURTAINS

USE IT UP

SUPER MAC



HI. I'M SUPER MAC.

HERE'S WHAT I'LL DO FOR YOU.

Supplement 4.11
HOUSING
Computers

MICROCOMPUTER REFERENCE LIST

Periodical Readings:

Collins. "Personal Computer Ownership-A Major Decision," Journal of Home Economics. Summer 1982. pp. 14-17.

"Computers in the Bunkhouse" and "Neighborhood Computer Literacy," TRS-80, Microcomputer News. January, 1982. pp. 34-35.

"Computers in the Home." Dow Diary. Fall, 1981.

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Cornish. "The Coming of an Information Society," The Futurist. April, 1981. pp. 14-22.

"Family Computer Album," Saturday Evening Post. April, 1981.

Ferrarini. "Putting Personal Computers to Good Business Use," Administrative Management. April, 1981. pp. 33-38.

Garretson. "Could a Home Computer Help You?" Better Homes and Gardens. February, 1981. p. 54.

Gotfried. "Man's Best Friend Is His Home Computer," Saturday Review. October 13, 1979.

Hawkins. "New Personal Computers." Popular Science. Nov, 1981. pp. 93-97.

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"Here Come the Microkids," Time. May 3, 1982. pp. 50-56.

"Home Computers for First Timers," Mechanics Illustrated. January, 1981.

"Home Is Where the Computer Is," Newsweek. February 22, 1982. pp. 50-56.

Perry. "Home Computers in Your Life," Boys' Life. May, 1982. pp. 35-42,71.

"Putting Your Computer to Work," Mechanics Illustrated. August, 1981.

"Small Computer Shootout," Time. March 2, 1981.

"The Impact of Computer Technology on the Family," Illinois Teacher. March-April, 1982. pp. 199-202.

"To Each His Own Computer," Newsweek. February, 1982. pp. 50-56.

Newsletters:

Apple Educators Newsletter, 9525 Lucerne Street, Ventura, CA 93004.

The Computing Teacher, Computing Center, Eastern Oregon State College, La Grande, OR 97850.

Apple Education News, Apple Computer, Inc., 10260 Bondley Drive, Cupertino, CA 92014. (free)

Pipeline CONDUIT, P.O. Box 388, Iowa City, IA 52244.

TRS-80 Microcomputer News, Tandy Corporation, Fort Worth, TX 76102.

Magazines:

Interface Age. P.O. Box 1234, Cerritos, CA 90701.

ON Computing. P.O. Box 307, Martinsville, NJ 08836.

BYTE (McGraw Hill). P.O. Box 590, Martinsville, NJ 08836.

NIBBLE. P.O. Box 325, Lincoln, MA 01773.

Creative Computing. Morristown, JN 07960.

Sources of Software:

Betty Clamp, 43600 Mission Blvd., P.O. Box 3909, Ohlone College, Freemont, CA 94539.

Norma and Tim Peters, 912 Vermont Street, Waterloo, IA 50702.

VOICE (SHARE). Judith Anderson, 721 Capital Mall, Sacramento, CA 95814.

Wieser Educational Inc., P.O. Box 549, El Toro, CA 92630.

(National Consortium for Computer-Based Educators in Home Economics) Frances Mayhew, 317 Alison Hall, University of Delaware, Newark, DE 19711.

(Educators of the Handicapped) James R. Von Feldt, National Technical Institute for the Deaf, 1 Lomb Memorial Drive, Rochester, NY 14623.

(MiniComputer Users) Emile Attala, Computer Science Dept., California Polytechnic University, San Luis Ovispo, CA 93407.

Ruth Morris (Mesa College) 3375 Domino Del Rey South, San Diego, CA 92108.

Dr. Rick Coleman, College of Home Economics, Louisiana Tech University, Ruston, LA 71272.

List of Newsletters, Magazines, and Software Sources developed by Dr. Marilyn Ambrose, California State University, Chico, CA.

Supplement 4.21
HOUSING
Computers

COMPUTER WORD SEARCH

A D B A C X P Y Z A M O D A T X R P A C B O

D A I G A Y M T H I A X E B O Y C A L M Y X

L E C X S Z P S U B R O U T I N E B D X Y B

M G T R A Q R H D A G Y X C A E M E X M N L

O M N O P V I D E O O U T P U T F R H I G Y

P A E M N O P Q T H R O U G H P U T B E O N

R S M I C R O C O M P U T E R Y R T Y M N O

Q R S N O P Q H R E R S F L O P P Y D I S C

S T U P N H E I O M I D E F M Y N O E P X A

R E S U S O T P R O N M O P Q A R D B P Y C

E X R T O T R S A R T E R M I N A L U U Z M

T A T R L M O G I Y E S T A R Y M N G T R P

R Y X T E R H R O P R A M N O P Q R S U V H

I E Y O U A E I A O U M N O P Q R S T U V K

E S T U A B C D E G O E X T E R W X Z L A L

V T D F G H I J K L E X P M E M T R Y X Z M

E X L P Y Z A D M O N X P Q R S M N O P C A

Find the words listed in the puzzle. Tell what each term means.

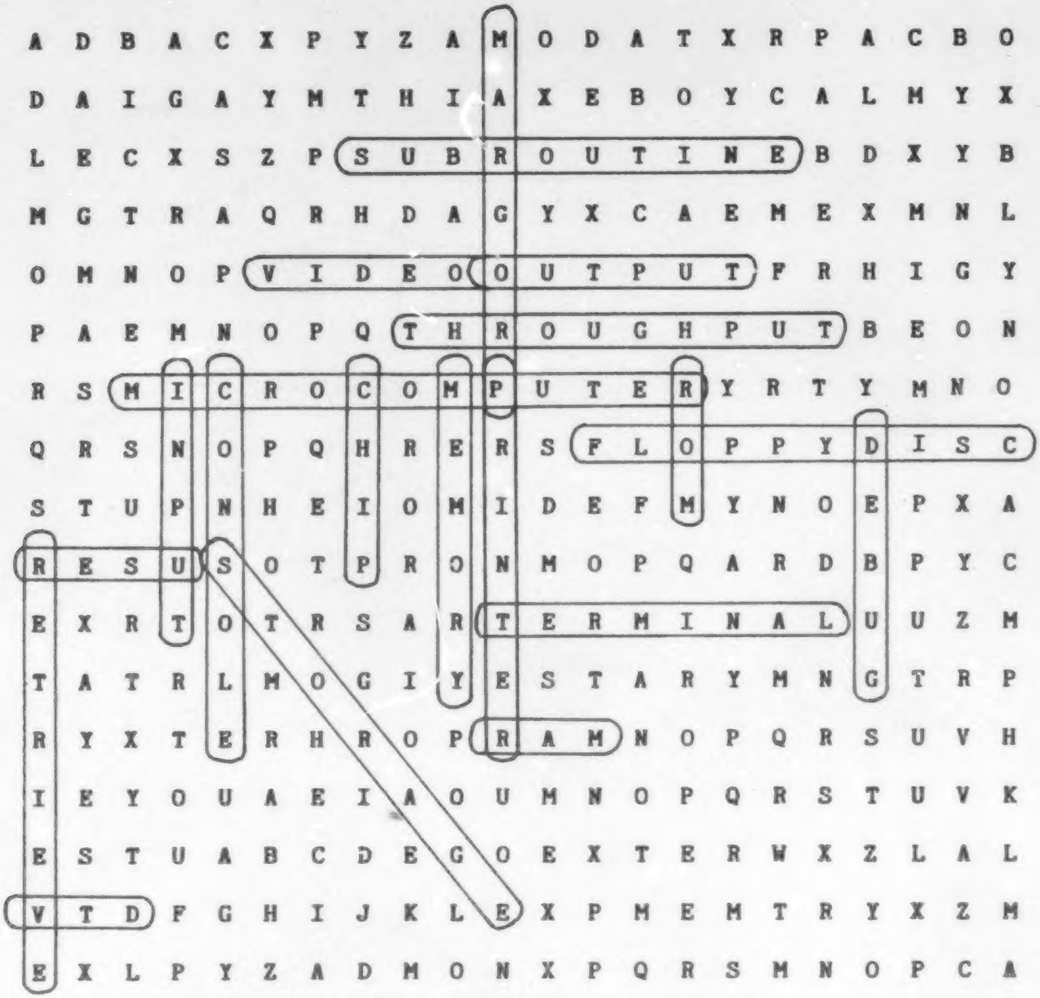
FLOPPY DISC
RETRIEVE
VIDEO OUTPUT
RAM
MICROCOMPUTER
MEMORY
PRINTER

INPUT
OUTPUT
VTD
ROM
CONSOLE
TERMINAL
PROGRAM

THROUGHPUT
SUBROUTINE
STORAGE
DEBUG
CHIP
USER

answers

COMPUTER WORD SEARCH



```
A D B A C X P Y Z A M O D A T X R P A C B O
D A I G A Y M T H I A X E B O Y C A L M Y X
L E C X S Z P S U B R O U T I N E B D X Y B
M G T R A Q R H D A G Y X C A E M E X M N L
O M N O P V I D E O O U T P U T F R H I G Y
P A E M N O P Q T H R O U G H P U T B E O N
R S M I C R O C O M P U T E R Y R T Y M N O
Q R S N O P Q H R E R S F L O P P Y D I S C
S T U P N H E I O M I D E F M Y N O E P X A
R E S U S O T P R O N M O P Q A R D B P Y C
E X R T O T R S A R T E R M I N A L U U Z M
T A T R L M O G I Y E S T A R Y M N G T R P
R Y X T E R H R O P R A M N O P Q R S U V H
I E Y O U A E I A O U M N O P Q R S T U V K
E S T U A B C D E G O E X T E R W X Z L A L
V T D F G H I J K L E X P M E M T R Y X Z M
E X L P Y Z A D M O N X P Q R S M N O P C A
```

Find the words listed in the puzzle. Tell what each term means.

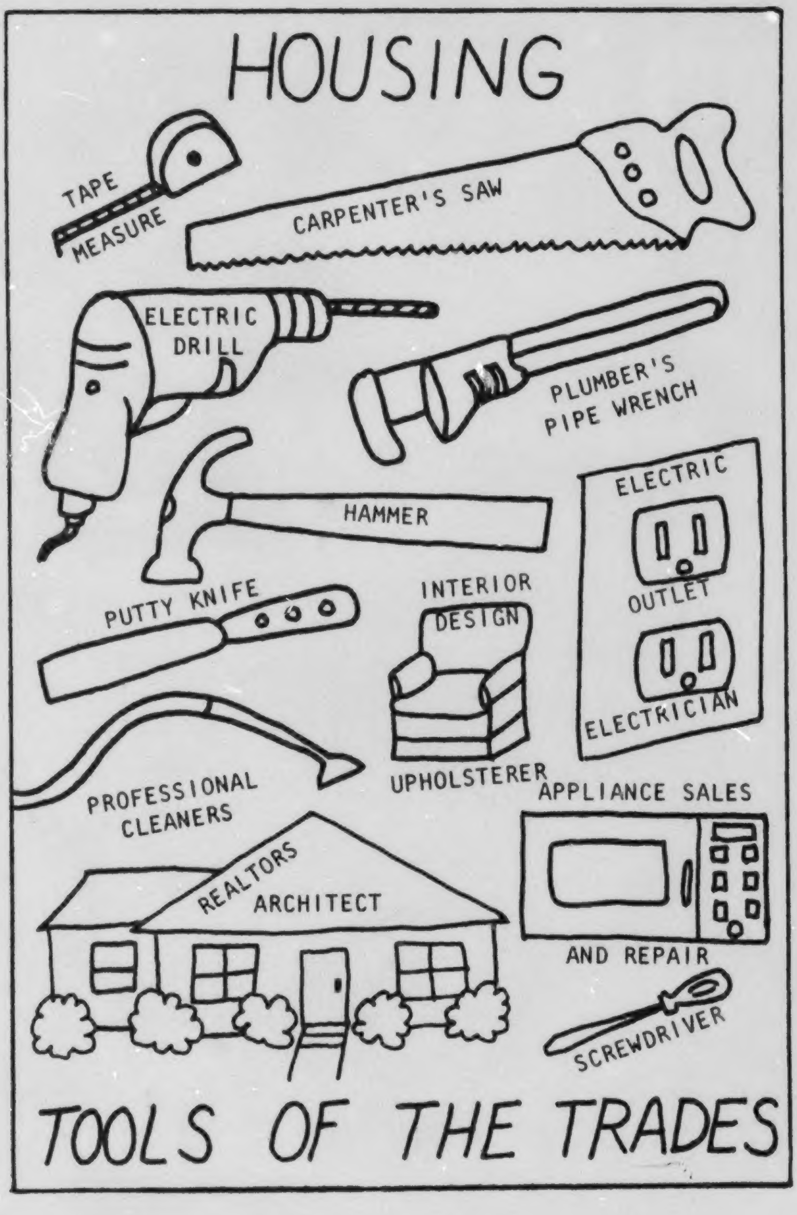
FLOPPY DISC
RETRIEVE
VIDEO OUTPUT
RAM
MICROCOMPUTER
MEMORY
PRINTER

INPUT
OUTPUT
VTD
ROM
CONSOLE
TERMINAL
PROGRAM

THROUGHPUT
SUBROUTINE
STORAGE
DEBUG
CHIP
USER

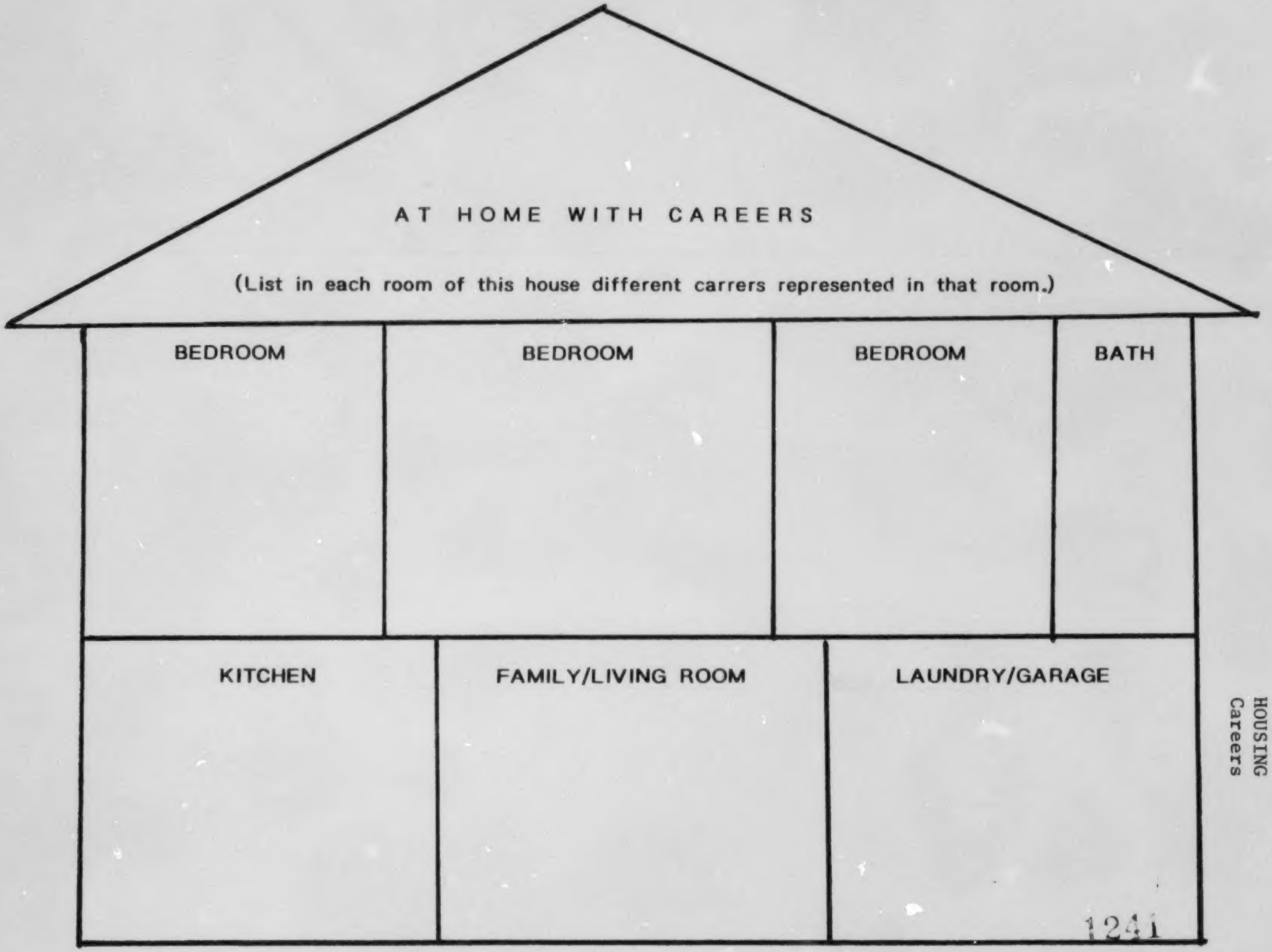
1233

STEPS TO A CAREER


HOUSING
TAPE MEASURE
CARPENTER'S SAW
ELECTRIC DRILL
PLUMBER'S PIPE WRENCH
HAMMER
ELECTRIC OUTLET
ELECTRICIAN
PUTTY KNIFE
INTERIOR DESIGN
UPHOLSTERER
PROFESSIONAL CLEANERS
APPLIANCE SALES AND REPAIR
REALTORS
ARCHITECT
SCREWDRIVER
TOOLS OF THE TRADES

AT HOME WITH CAREERS

(List in each room of this house different carrers represented in that room.)


BEDROOM
BEDROOM
BEDROOM
BATH
KITCHEN
FAMILY/LIVING ROOM
LAUNDRY/GARAGE

MASTER LIST OF HOME JOBS

Appliance sales and repair
Antiques--sales and repair
Awning sales and installation
Building contractors
Cabinet makers
Carpet and rug sales and installation
Cesspool builders and installation
Children's furniture sales and refinishing
Chimney cleaning
Excavating contractors
Plumbing contractors
Heating contractors
Roofing contractors
Insulation contractors
Waterproofing contractors
Painting contractors
Custom made draperies, curtains
Interior decorators, designers
Exterminating, fumigating control
Furnaces -- repair and cleaning
Landscaping
Mower sales and repair
Real estate sales, appraisers
Storm window and door sales, installation
House cleaning and laundry service

1242

Supplement 5.21
HOUSING
Career Awareness

WANT ADS

Custom Made storm windows and
doors Porch and carport
enclosures
John Brown
621-4354 Main Street

George Doe Contractor
.Modulars
.Panelized
.Stick Built Homes
621-7531

Guttering Specializing in
Seamless Aluminum Gutters
No Rust-No Seams Baked Enamel
Finish Brown or White
Machine Formed on the Job
All Work Guaranteed
Harry Jackson
Hometown WV 621-4251

Notice: Remodeling, Building
Painting Roofing
Free Estimate
Call Joe Jones 621-5231

Solar: Passive Solar Additions
Greenhouses -Sun Spaces
Skylights
Effective -- Energy Efficient
Jim Jackson 621-5055

Spring Cleaning
Our Specialty -- Anytime!
621-5431

Furniture Upholstery
Remodeling Free Estimate
621-9000

For Hire
Dozer Loader Backhoe
Will clear ground, dig basements or footers. Landscape.
Free estimates Reasonable prices
621-5786

Repair Service--Near high school
TV and Stereo
Mike Toney 621-2345

Repair Service--Heating, Air
Conditioning & Refrigeration
Scott Hughes
621-9876 Hometown WV

Matt's Repair Service
Anything but a broken heart
Air conditioning, refrigeration,
Heating, plumbing
Bargain Prices 621-5052

NOTICE: Chair Bottoming!
Split Rush or Cane
Phone for estimates 631-4687

NOTICE:
Sampson Septic Tanks Services
Sewer Line Hockups, $4.00 per
hour and up
621-3581

Install Carpet Tile
Free Estimates Work Guaranteed
Wayne and Wilma Brown
621-9090

Home Sitter:
Will care for your home while
you vacation
References Available
621-1181

Supplement 5.21
HOUSING
Career Awareness
(interview form)

INTERVIEW QUESTIONNAIRE

Person Interviewed____________________________________Type of Business____________

1. How did you get started in this business?

2. What made you think it would be profitable to be self-employed in this job?

3. How hard was it to get started?

4. What are the main requirements to do this job?

5. How do you get customers?

6. What do you like best about your job?

7. What do you dislike about your job?

8. Would you encourage others to be self-employed? Explain.

STEPS

SURVIVING TODAY'S EXPERIENCES AND PROBLEMS

SUCCESSFULLY

CLOTHING AND TEXTILES

CLOTHING AND TEXTILES

It is in clothing that 9th and 10th graders often feel great pressure to conform to peer expectations. Teenagers (and students even younger) tend to judge by appearance, and expect to be judged the same way. The appeal of status brands and name labels has reached an all-time high. The casual appearance most teenagers exhibit is often achieved at great cost.

This unit attempts to break some of the extreme pressure for conformity because of the costs involved--not only the financial costs, but also costs in relation to energy use and other scarce materials. This and other units attempt to help students develop a better self-image that is less dependent on the externals.

Attention is given to responsibility for clothing selection and care. Energy conservation is related to dressing for hot/cold weather as well as to clothing care. Since space heating consumes the greatest amount of home energy used, and water heating is the second largest user, clothing selection and care are quite imporant in energy conservation. Although synthetic fibers do utilize petroleum in their manufacture, only a small amount of the total consumption goes into fiber production. Processing wool takes more petroleum than is used in a comparable amount of synthetic fiber. Little attention is therefore given to the choice of fiber on the basis of production use. Students should learn, however, that less energy is used in care of synthetic fibers but that a wool sweater is warmer than acrylic.

Some students in the class will still be experiencing rapid growth. Others will have recently gone through a rapid growth period. Growth rate is considered in relation to clothing selection and use. Recycling is promoted in the unit for several reasons--it is an economy measure, students often need a garment that they can wear only a limited number of times, and clothing production does consume raw materials that are in short supply. Land for the production of natural fibers is also limited.

Students learn to do simple alterations and repairs in this unit. This should be a must for both boys and girls. There is also a lesson which, if included, will consume more time than other lessons--constructing a simple project. It may be a simple garment or another project requiring use of the sewing machine. Whatever project is chosen, it should be one suitable for both males and females.

Ideas for FHA Chapter activities and Extended Learnings in the home and community are listed at the end of the unit (before the supplements).

CONCEPT CHART

CLOTHING AND TEXTILES

		Lesson Topic	
1.0	**INFLUENCES ON CLOTHING CHOICES**		
1.10	Human Relationships	1.11	Message conveyed by clothing
		1.12	Appropriate dress
1.20	Self-image	1.21	Relationships between clothing and self-image
		1.22	How clothing affects behavior
1.30	Motivations	1.31	Motivations for clothing selection
1.40	Human Relationships	1.41	Peer pressure and clothing selection
1.50	Leadership	1.51	Fashion leaders
1.60	Appreciation	1.61	Present U.S., previous range of choices
1.70	Coping/Surviving	1.71	Rapid growth and clothing choices
		1.72	Sources of clothing
1.80	Energy Concern	1.81	Clothing selection and energy use
1.90	World Influences	1.91	Cultural influences
		1.92	World economic factors and clothing
2.0	**ACQUIRING CLOTHING**		
2.10	Responsibility	2.11	Share of clothing budget
		2.12	Buymanship
		2.13	Responsible selection of what to add to wardrobe
2.20	Buying vs. Sewing	2.21	Prosumer vs. consumer
2.30	Recycling	2.31	Where obtain clothes to recycle
		2.32	Recycle garment
3.0	**CLOTHING CARE**		
3.10	Responsibility	3.11	Care labels
3.20	Energy Concerns	3.21	Save energy in clothing care
3.30	Responsibility	3.31	Responsibility for clothing care
4.0	**CLOTHING CONSTRUCTION**		
4.10	Construction	4.11	Simple project
5.0	**CAREER AWARENESS**		
5.10	Career	5.11	Careers in clothing and textiles
5.20	Entrepreneurship	5.21	Feasibility of self-employment

Unit: CLOTHING AND TEXTILES **Concept** INFLUENCES ON CLOTHING CHOICES - Human Relationships

Competency 1.10 The learner will relate dress to behavior and expectations of behavior.

Learner Outcome 1.11 The learner will identify the "message" conveyed by various types of clothing.

Activities	Resource Materials
Identify the message conveyed by out-of-character clothes worn by the teacher or a student model. (Example - evening dress, shorts, faded jeans, etc.) Discuss whether clothes are out-of-character per the person or for the occasion.	
Look at pictures from magazines illustrating teenage clothing to find out what message is being conveyed. Share your ideas with the class.	
Read to find why people choose the clothes they do and what clothes say.	Chamberlain et al. Teen Guide. p. 268-272. Foster et al. Creative Living. pp. 359-363.
Discuss what messages you want to convey by your clothing choices.	

Unit: CLOTHING AND TEXTILES **Concept** INFLUENCES ON CLOTHING CHOICES - Human Relationships

Competency 1.10 The learner will relate dress to behavior and expectations of behavior.

Learner Outcome 1.12 The learner will identify appropriate dress in relation to roles and different occasions.

Activities	**Resource Materials**
View illustrations of clothing, and identify the occupations, roles, or occasions depicted.	Cowan. A Family Is. p. 45.
Read to find out ways to decide what to wear. Discuss the teen standard of dress.	Chamberlain et al. Teen Guide. pp. 269-272. Foster et al. Creative Living. pp. 376-379. McGinley. People: Caring, Deciding, Growing. p. 477.
Listen to a guest speaker discuss how to dress for different occasions/occupations.	
View transparency, "Clothing Considerations: Adult Occupations and Professions" to find out clothing considerations of occupations/professions. Select other transparencies that relate. Complete worksheet.	Baugher. Clothing: Age Cycles and Choices. Milliken, 1980. p. 6.
Interview someone from a profession you are interested in to find out clothing requirements.	
List teen activities and appropriate dress for each. Discuss differences in opinions as to what is appropriate.	

Unit: CLOTHING AND TEXTILES **Concept** INFLUENCES ON CLOTHING CHOICES - Self Image

Competency 1.20 The learner will explain relationships among clothing, self-image, and behavior.

Learner Outcome 1.21 The learner will identify relationships between clothing and self-image.

Activities	**Resource Materials**
On a sheet of paper, write which of the following you are more like: -denim or velvet -red satin or brown tweed -corduroy or chiffon -red sweater or navy blazer -ruffled shirt or western shirt Discuss your answers.	
Read to find out the types of things influencing your self-image.	McGinley. *People: Caring, Deciding, Growing.* pp. 472-479. Goodspeed & Smith. *This Is the Life*. pp. 66-75. Chamberlain et al. *Teen Guide*. pp. 32-34.
Make a collage of clothes that would reflect the real you. Explain why the items you chose reflect the person you are.	
Make a bulletin board with pictures of people in various activities. Substitute a picture of one person in each group who is dressed "wrong". Tell how the clothing of the person might affect how he/she felt about him/herself.	

Unit: CLOTHING AND TEXTILES **Concept** INFLUENCES ON CLOTHING CHOICES - Self Image

Competency 1.20 The learner will explain relationships among clothing, self-image, and behavior.

Learner Outcome 1.22 The learner will predict ways clothing may affect behavior.

Activities	**Resource Materials**
View bulletin board and discuss how certain clothes make you feel. Brainstorm for ideas on how certain dress affects behavior. Pantomine some ideas of how people behave according to clothes worn and see if the class can guess the outfit.	Supplement 1.22. Take STEPS To Improve Self-Image--Clothes Can Influence Us.
List TV personalities and discuss the relationship between their dress and behavior.	Supplement 1.22. A Real Winner.
From a clothes rack select (or teacher can assign students to bring different types of clothes) and model an outfit. Discuss what behavior you would expect from someone wearing each outfit.	
Role play the response to the person another person might have according to how you dress. -how you are dressed for school. -how you are dressed for shopping. -how you are dressed for a picnic. -how you are dressed to clean the garage. -how you are dressed when someone must be chosen to make a public announcement. -how you are dressed when you meet old school friends of your parents.	

Unit: CLOTHING AND TEXTILES **Concept:** INFLUENCES ON CLOTHING CHOICES - Motivations

Competency 1.30 The learner will identify motivations for clothing selection.

Learner Outcome 1.31 Given a series of pictures, the learner will identify the possible motivations for choosing the clothing.

Activities	**Resource Materials**
Complete the sentences in Hey, Look Me Over. Consider what your answers say about your reasons for selecting certain clothes and how you take care of them.	Supplement 1.31. Hey, Look Me Over.
Survey at least three students other than class members to discover what clothing they select and why. Compile a list of reasons selections were made.	
Select from a display of clothing items commonly worn by teenagers those items you would buy and tell why. Compile a list of motivations for clothing selection.	
Take the test to see what your values are related to clothing. How do your values affect your actual choices?	Supplement 1.31. Clothing Survey Form.
View transparencies 1 and 2, "Clothing Roles Today," and complete the worksheet.	Baugher. Clothing: Age Cycles and Choices. Milliken, 1980. pp. 1-2A.
Prepare a bulletin board on motivations for clothing choices. Include status, group membership, availability, comfort, economy, beauty, personal expression, etc.	

Unit: CLOTHING AND TEXTILES **Concept** INFLUENCES ON CLOTHING CHOICES - Human Relationships

Competency 1.40 The learner will analyze the effects of peer pressure on clothing selection.

Learner Outcome 1.41 The learner will identify the ways peer pressure affects clothing choices.

Activities	**Resource Materials**
Survey what students are wearing to school. Break list down into namebrands. Discuss choices. Or complete the activity sheet dealing with influences of purchasing.	Supplement 1.41. What a Buy!!
Look at bulletin board and discuss ways you would solve this conflict.	Supplement 1.41. STEPS To Better Relationships--Peer Pressure vs. Parent Pressure.
Lock at clothing ads featuring male and female models in magazines. Discuss how ads increase peer pressure related to clothing.	
View transparency 5, "Clothing Considerations: Adolescence." List five things that influence your clothing purchases. Complete Activity Sheet 5A. Discuss with class and give an example of an item of clothing popular among teens for each consideration. Complete Worksheet 5B and discuss: -Ways to dress to achieve these identities. -How do you relate to these people? -Is this type of attitude acceptable to your peers?	Baugher. Clothing: Age Cycles and Choices. Milliken. pp. 5, 5A, 5B.
Have a panel of seniors (males and females) who are noted for their individualistic style of dressing. Ask them to discuss how they feel about peer pressure to conform to a certain way of dressing. How did they feel when they were younger? How did they decide to become more individualistic?	
Have a debate on whether we are loved and accepted for ourselves or for the labels on our clothes.	

Unit: CLOTHING AND TEXTILES **Concept** INFLUENCES ON CLOTHING CHOICES - Leadership Qualities

Competency 1.50 The learner will describe how fashion leaders influence clothing selections.

Learner Outcome 1.51 Given names and/or descriptions of people, the leader will identify those who are fashion leaders and explain the reasons.

Activities	Resource Materials
Play a word game association. When you are given the names of famous people, give descriptions of each in terms of the way each dresses. Discuss how/why they are fashion leaders. (Jacqueline Kennedy Onnasis, Suzanne Somers, Brooke Shields, Princess Dianna, J.R. Ewing, Bo Derek, Cheryl Tiegs, John Travolta, Johnny Carson, etc.)	
Discuss the leaders teenagers tend to follow in choosing clothing. What clothing styles or fads have famous people started in the past? What are some styles named after people (Wellington boots, Chanel jacket, Cardigan jacket or sweater, Veronica Lake hair style, Eisenhower jacket, etc.)?	
Read to find out the types of things that influence fashion.	Foster et al. Creative Living. pp. 386-390. Chamberlain et al. Teen Guide. pp. 274-278.
Write a description of one fashion leader. Ask three people to try to identify him/her and their reasons for guessing who they did. Discuss with the rest of the class.	
What is there about certain people that makes other people want to dress like them? What is the difference between being a fashion leader and a leader of something else? When are they the same?	

Activities	Resource Materials
Select an "outlandish" idea for a fad. Persuade a school fashion leader to adopt it. Watch to see how long it takes for other students to adopt it. Play the game by saying to students not in your class such things as, "My cousin in _____ says that is the very latest thing." or "Did you see that same thing on TV?" What does this experiment suggest to you about what we wear?	

Unit: CLOTHING AND TEXTILES **Concept** INFLUENCES ON CLOTHING CHOICES - Appreciation

Competency 1.60 The learner will appreciate the wide range of clothing choices available today.

Learner Outcome 1.61 The learner will compare the range of clothing choices today with those available in previous times.

Activities	Resource Materials
View bulletin board and discuss clothing choices today compared to previous times.	Supplement 1.61. STEPS To Appreciation--Weeding Through the Jeans Scene.
Participate in an Are You More Like . . . ? activity. Discuss the advantages of today's clothing in terms of: -Ease of care -Suitability for activity -Availability -Color choice -Comfort	Supplement 1.61. Are You More Like . . . ?
View illustrations of past fashions. Discuss the comfort and suitability for activity of each.	Foster et al. Creative Living. pp. 386-389.
Interview older people in the community about their clothing choices when they were young. What changes are there in clothing in relation to how many and what type we now have?	
Discuss why the average person today has more clothing choices (and more clothing) than the average person had in previous times. In what way are movies and TV programs about earlier times misleading about the number and selection of clothes people used to have? (Many shows are about the wealthy people rather than average people.)	

Unit: CLOTHING AND TEXTILES **Concept :** INFLUENCES ON CLOTHING CHOICES - Coping/Surviving

Competency 1.70 The learner will determine alternative ways clothing needs and wants of the growing adolescent can be met.

Learner Outcome 1.71 Given a case study showing the activities of a teenager, the learner will identify ways clothing needs can be met when growth is rapid.

Activities	Resource Materials
Read the case studies describing teenagers' activities and determine needed articles of clothing. Discuss with other students why types of clothing would be needed for various activities.	Foster et al. Creative Living. pp. 380-385.
Complete activity number 1 or 3 in Creative Living, page 385. Share your results with the rest of the class.	Foster et al. Creative Living. p. 385.
Prepare bulletin board and discuss ways to cope with rapid growth. Discuss difficulties of meeting clothing needs when you are growing fast.	Supplement 1.71. Coping-STEPS To Surviving Your Growing Years.
Discuss the changing body size of teenagers. Decide if you think less expensive clothing might be a better purchase than good - quality clothing that is more expensive.	
Read to find ways to buy clothes that allow for growth.	Foster et al. Creative Living. p. 427. McGinley. People: Caring, Deciding, Growing. pp. 504-505.
Using catalogs, select five items of clothing (omit accessories). Find low, medium, and high cost garments for each item. Keep in mind how much you may still change in size and determine which garments are the best purchases for you. (Suggested items to consider: jacket, jeans, blouse or shirt, sweater, skirt or pants.)	

Unit: CLOTHING AND TEXTILES **Concept:** INFLUENCES ON CLOTHING CHOICES - Coping/Surviving

Competency 1.70 The learner will determine alternative ways clothing needs and wants of the growing adolescent can be met.

Learner Outcome 1.72 The learner will determine various sources to add to or stretch his/her wardrobe.

Activities	Resource Materials
Bring one item to school that doesn't go with anything else in your wardrobe. Have classmates suggest colors, textures, lines, prints, etc., that would look well with the garment. Have a brainstorming session to find ways to add something to your wardrobe that would make the unworn garment useful.	
Brainstorm ways you can make additions to your wardrobe: -sewing garments -purchasing new clothing -repairing/recycling -trading clothing no longer worn -purchasing used clothing (garage sales) -accepting hand-me-downs from family member -using accessories	
Read to find ways to build a wardrobe and achieve different looks.	McGinley. People: Caring, Deciding, Growing. pp. 480-483. Foster et al. Creative Living. pp. 382-384. Chamberlain et al. Teen Guide. pp. 286-290.
Experiment with many different accessories and a basic garment to see how many different looks can be achieved.	
Using catalog and magazines, choose a gorup of coordinates that can be mixed and matched for a maximum of outfits. Or sketch outfits made up of separates. Make a collage of pictures.	
Review by making a list of wardrobe stretching tips. How does knowing what you need or could use help?	

Unit: CLOTHING AND TEXTILES **Concept** INFLUENCES ON CLOTHING CHOICES - Energy Concerns

Competency 1.80 The learner will comprehend the ways to reduce energy consumption through clothing.

Learner Outcome 1.81 The learner will illustrate how energy consumption can be reduced through clothing selection and use.

Activities	Resource Materials
Look at illustrations and color key on seasonal attire. Discuss such points as: 1. Ways to prevent/allow heat loss; 2. Importance of covering heat in extremely cold temperatures.	National Geographic Society. A Special Report in the Public Interest: Energy, Facing Up To the Problem; Getting Down to Solutions. February 1981. pp. 6-8.
Read to differentiate between cold/warm weather fabrics. Collect and compare garments of synthetic and natural fibers. Discuss advantages and disadvantages of each.	Supplement 1.81. Dressing for Cold Weather. Supplement 1.81. Dressing for Hot Weather.
Read pages 14-15 in Go Easy on Energy. Discuss techniques of dressing--wearing layers of clothing for warmth in cold weather or loose, flowing clothing in warm weather--that can cut energy costs for heating and cooling.	Go Easy on Energy: A 4-H Energy Project, Unit II. WVa Extension Service. pp. 14-15. Energy For Today and Tomorrow. Energy Conservation Research, p. 23.
Divide into four groups representing the four seasons. Make a collage of proper ways of dressing for the season. Share your ideas with class and/or present a demonstration.	
Review ways to save energy in clothing care. Give a demonstration of techniques.	

Unit: CLOTHING AND TEXTILES **Concept** INFLUENCES ON CLOTHING CHOICES - World Influence

Competency 1.90 The learner will comprehend the effects of economic and cultural influences on clothing selection.

Learner Outcome 1.91 The learner will recognize the various cultural influences upon our clothing styles.

Activities	**Resource Materials**
Study the bulletin board and discuss why teenagers everywhere wear western clothes. What does *Western World* mean in this picture? If we consider the whole world, where else is included in the term?	Supplement 1.91. *STEPS To Understanding World Influences: Western World*.
Look through magazines and find pictures of clothing that is inspired by clothing from another country. Do some research to find out where this style came from Make a bulletin board using a large world map. Place the pictures on the map. Use the caption *A World of Clothes*.	
Look through magazines such as *National Geographic*, *Time*, *Newsweek* or *U.S. News and World Report*. See what people are wearing as native costumes in other countries. Find or sketch "Americanized" versions of these costumes.	
Discuss the influence of American fashions on other parts of the world. Why do you think some Europeans will pay one-hundred dollars for a pair of American jeans? Why do we trade designs?	
Collect textiles and/or clothing from other cultures. How would you use them or why might you enjoy them? How do they represent a different culture (notice hand work, colors, etc.)? How do the textiles and styles differ?	Supplement 1.91. *A World of Clothes*.

Activities	Resource Materials
Make a study of the native clothing of a particular culture and give a report on how it has influenced our clothing, or how it might become a new fashion. Find out about current events that focuses attention on the clothing of some country. (For example, the oriental look becomes popular in the U.S. ever so often. What spurs the adoption?)	

Unit: CLOTHING AND TEXTILES **Concept** INFLUENCES ON CLOTHING CHOICES - World Influences

Competency 1.90 The learner will comprehend the effects of economic and cultural influences on clothing selection.

Learner Outcome 1.92 The learner will determine how world economic factors influence production and availability of our clothing.

Activities	Resource Materials
Collect newspaper/magazine articles about foreign trade of raw materials, textiles, clothing imports, and productivity and efficiency in the U.S. and other countries. Arrange a collage and discuss such topics as "What does the price of oil in Iran have to do with the price of a new sweater?" or "How does cheap labor affect the cost of garments?"	Newspapers and magazines.
Develop a display of American vs. Foreign made garments. Compare techniques used, prices, amount and cost of labor used in each. Determine how the three factors are interrelated and affect the purchase price of the garment. Also compare variations in sizing of garments from different countries.	
Listen to a guest speaker describe the factors involved in cost of clothing manufacturing.	
Take a field trip to local fabric and clothing stores to make a list of items that have foreign labels. Compare prices to similar goods produced in the U.S.	
Discuss or debate the issue of importing goods that can be produced more cheaply in other countries than here because labor is cheap there. What does that do to manufacturers in the U.S. and U.S. workers? What is the conflict between wanting good wages for our workers and our concern for the best prices as consumers?	

Unit: CLOTHING AND TEXTILES **Concept** ACQUIRING CLOTHING - Responsibility

Competency 2.10 The learner will display responsibility in the selection of clothing.

Learner Outcome 2.11 The learner will describe responsible behavior in relation to his/her share of the family clothing budget.

Activities	Resource Materials
Make a list of 10 clothing purchases you would like to make. Review the bulletin board on wants and needs and discuss the difference.	CONSUMER EDUCATION Supplement 2.11. Everybody Needs.
Discuss the most basic clothing needed for survival. How does this differ from what we usually mean when we say we "need" some item of clothing? Suppose you could buy one item on your list. What would it be? Why?	
Complete Supplement 2.11 and discuss what clothing purchase is most needed in each case. Divide into small groups and discuss responsibility of teenagers for being willing to share the family clothing budget.	Supplement 2.11. Who Gets What?
Look at transparency 9, "Family Budget: Clothing Experiences." Complete worksheet 9-A, "Clothing Considerations: Budget" on clothing expenses.	Baugher. Clothing: Age Cycles and Choices. Milliken, 1980. pp. 9-9A.
Role play situations in which a teenager is willing/ not willing to accept the opinion that the family cannot afford something he/she wants.	

Unit: CLOTHING AND TEXTILES **Concept** ACQUIRING CLOTHING - Responsibility

Competency 2.10 The learner will display responsibility in the selection of clothing.

Learner Outcome 2.12 Given a list of garments, the learner will identify the details of each garment he/she should check when buying the garmet.

Activities	**Resource Materials**
Look at illustration, page 433 in Creative Living, and find as many defects as possible. Discuss with the class.	Foster et al. Creative Living. p. 433.
Write a humorous story about someone who bought a flawed garment that caused a problem, and read your story to the class.	
Read to find out what type of details you should check before purchasing a garment.	Foster et al. Creative Living. pp. 434-437. Chamberlain et al. Teen Guide. pp. 292-298. McGinley. People: Caring Deciding, Growing. pp. 500-506.
On a sheet of paper, list the details you should check before buying the following garments: shirt/blouse, pants, skirt, coat/jacket.	
Make a poster illustrating the kinds of poor construction to look out for when shopping for clothes. Share with the class. Or give a demonstration of details to check.	
Collect labels from clothing and check care labels (which must be permanently attached) to see what you can find out about care that will be required and how the garment might perform in use.	
Write a skit or do a bulletin board on "Will It Wash, Will It Fade, Will It Shrink, How Will It Wear?"	

Unit: CLOTHING AND TEXTILES **Concept** ACQUIRING CLOTHING - Responsibility

Competency 2.10 The learner will display responsibility in the selection of clothing.

Learner Outcome 2.13 The learner will make responsible selection of clothing to be added to his/her wardrobe.

Activities	Resource Materials
View the bulletin board and discuss responsibility shown.	Supplement 2.13. STEPS Toward Responsibility: Shopping With Care.
Read to find out about the best times and places to buy clothes and other buying tips.	Money Management Institute. Your Clothing Dollar. Supplement 2.13. Before You Shop.
Take an inventory of your wardrobe. Make a list of the items you need. Write a plan for purchasing the needed items. Include in your plan: -What month/months you will purchase the items. -Type of store you will shop in. -How much money you will spend on the items. Discuss your plan with the class and decide whether or not it is a responsible plan.	Supplement 2.13. Wardrobe Inventory.
Consider whether the total amount you spend for clothing shows responsibility in relation to the family budget.	

Unit: CLOTHING AND TEXTILES **Concept** ACQUIRING CLOTHING - Sewing vs. Buying

Competency 2.20 The learner will compare the advantages/disadvantages of constructing and buying his/her own clothing.

Learner Outcome 2.21 Given a list of clothing articles, the learner will weigh advantages and disadvantages of buying vs. sewing each item.

Activities	**Resource Materials**
Take a survey in class of home sewn clothing vs. ready made clothes. Discuss reasons for buying vs. sewing your own.	
Read to find out advantages and disadvantages of buying vs. sewing clothes.	Foster et al. Creative Living. pp. 438-440. McGinley. People: Caring, Deciding, Growing. pp. 484-486.
Find out the advantages/disadvantages of buying and sewing the following garments: jeans, shirt or blouse, jacket or coat, skirt or pants. Include in your findings cost and skills involved as well as time.	
Complete the checksheet to determine reasons you might sew rather than buy a garment. Discuss your reasons.	Supplement 2.21. Why Would I Sew?

Unit: CLOTHING AND TEXTILES **Concept** ACQUIRING CLOTHING - Recycling

Competency 2.30 The learner will analyze the advantages, disadvantages and opportunities for recycling clothing.

Learner Outcome 2.31 The learner will list the places in the community where recycled or recyclable clothing may be obtained.

Activities	**Resource Materials**
View and discuss bulletin board. Have you ever thought of selling clothes you can't use?	Supplement 2.31. Recycling--STEPS To Saving-Don't Throw It Out, Sell It!
Discuss "hand-me-downs". Consider advantages, disadvantages, and opportunities for changing garment for individuality. Did you ever get hand-me-downs from relatives whom you admired? How did you feel about these clothes?	
Bring to class an article of clothing that has been recycled in some way. Explain to the class how it was recycled.	
Read to find out the different places recycled clothes can be found. Take a survey and compile a list of places where recycled or recyclable clothing may be obtained or taken in your area. Take a field trip to one or more of these places.	Foster et al. Creative Living. pp. 473-475.
Organize an exchange day, free store, or garage sale.	

Unit: CLOTHING AND TEXTILES **Concept** ACQUIRING CLOTHING - Recycling

Competency 2.30 The learner will analyze the advantages, disadvantages and opportunities for recycling clothing.

Learner Outcome 2.32 Given a recyclable garment, the learner will complete the repairs and/or alterations to make it wearable.

Activities	**Resource Materials**
Discuss repairs and alterations often needed on garments to make them wearable.	
Listen to the tape and view transparencies on: Buttons, Snaps; Hooks and Eyes, Making a Patch, Sewing Up a Seam, Shortening a Garment, and Lengthening a Garment. Using handouts as a guide, make one sample of some of the above methods.	Gilberts. CLOTHING CARE AND REPAIR UNIT. 1978. Nasco. Transparencies XI, XII, XVI, XVIII, XIX, XX, and Spirit Masters 11, 12, 16, 18, 19, 20.
Read to find out different ways graments can be recycled.	Chamberlain et al. Teen Guide. pp. 356-359. McGinley. People: Caring, Deciding, Growing. pp. 555-562.
Bring to class an article of clothing that needs repairs or alterations. Discuss needed repairs. Complete repairs to make garment wearable. Model recycled graments for the class.	
Note to teacher: Part of the practice with the sewing machine listed for Outcome 4.11 may be used for this lesson if needed.	

Unit: CLOTHING AND TEXTILES **Concept** CLOTHING CARE - Responsibility

Competency 3.10 The learner will use labels to determine how to care for garments.

Learner Outcome 3.11 Given a clothing label, the learner will tell the proper care for the garment.

Activities	Resource Materials
Help prepare a bulletin board entitled Hold On To Facts You Find Hanging Around. Use a picture of a tree, with hang tags and care-and-use booklets. Discuss the responsibility involved in learning to take care of clothing.	Forecast, December 1976, p. 22.
Read to find out proper methods of caring for clothes. Discuss ways to determine the right procedures.	Foster et al. Creative Living. pp. 451, 458, 459-461. McGinley. People: Caring, Deciding, Growing. pp. 509-511.
Listen to tape Clothing Care and Repair and view transparencies on: What's on a A Label?, Cleaning Methods, Laundry Procedures, and Laundry Products. Read and discuss handouts of above topics.	Gilberts. CLOTHING CARE AND REPAIR UNIT. 1978. Nasco. Transparencies III, IV, V, VI. and Spirit Masters 3, 4, 5, 6.
View several clothing care labels and determine appropriate care for each. List different types of laundry aids and explain their purpose. Refer to wall chart, Different Suds For Different Duds.	Different Suds for Different Duds. Maytag, Consumer Education Department.
Divide into groups and demonstrate care procedures for clothing using the care label instructions.	
Study the chart, Consumer Care Guide For Clothes, to see general rules you can set.	Supplement 3.11. Consumer Care Guide for Clothes.

Unit: CLOTHING AND TEXTILES **Concept** : CLOTHING CARE - Energy Concerns

Competency 3.20 The learner will use energy saving techniques for the care of clothing.

Learner Outcome 3.21 The learner will demonstrate energy saving techniques in the care of clothing.

Activities	**Resource Materials**
Help prepare and discuss a bulletin board STEPS To Conserving Energy . . . by Using Solar Energy.	Supplement 3.21. STEPS To Conserving Energy . . . By Using Solar Energy.
Read to find out the three different methods of air drying.	McGinley. People: Caring, Deciding, Growing. p. 516. "Energy for Laundering", Energy for Today and Tomorrow. Energy Conservation Research.
Complete the Energy Checklist and discuss which your family does and which are new to you.	Supplement 3.21. Energy Checklist.
Using the school laundry unit, break into groups and demonstrate one of the following: -cleaning lint filter and vents -sorting clothes -setting machines for typed of load -suds-saver feature -clothes which can be line dried -proper methods of folding linens immediately -after removal from dryer -advantages of plastic "drip dry hangers"	

Unit: CLOTHING AND TEXTILES **Concept** CLOTHING CARE - Responsibility

Competency 3.30 The learner will show responsibility for clothing care.

Learner Outcome 3.31 The learner will accept responsibility for laundry and other care of personal clothing.

Activities	Resource Materials
Complete Who's Responsible? check sheet on responsibilities for care and maintenance of clothing. Decide in what areas you need to improve. Keep a record of clothing maintenance for a set period of time.	Supplement 3.31. Who's Responsible?
Read one reference to find out guidelines for complete clothing care.	McGinley. People: Caring, Deciding, Growing. pp. 512-520. Foster et al. Creative Living. pp. 447-450, 462-467. Chamberlain et al. Teen Guide. pp. 349-335.
View transparencies or listen to tape on Daily Care of Clothes and Weekly Care of Clothes, and Care While You Wear Them. Discuss rules for clothing care Complete worksheet Daily and Weekly Care of Clothes. Share your answers with the class. Complete Clothing Care Word Search.	Gilberts. CLOTHING CARE AND REPAIR UNIT. 1978. Nasco. Transparencies I, II. and Spirit Masters 1, 2, 21, 22.
Role play situations showing reasons for assuming responsibility for the care of your own clothing.	
Report progress you have made in assuming the responsibility for care of your clothing.	

Unit: CLOTHING AND TEXTILES **Concept** CLOTHING CONSTRUCTION - Construction

Competency 4.10 The learner will use sewing equipment in constructing a project.

Learner Outcome 4.11 The learner will construct a simple project using proper machine operation and construction procedures.

Activities	**Resource Materials**
Complete Supplement 4.11, Clothing Lab Responsibility. Discuss areas in which you need improvement.	Supplement 4.11. Clothing Lab Responsibility.
Look at illustrations of a sewing machine. Identify all the parts and their function. Read to find out about the sewing machine and its operation.	Foster et al. Creative Living. pp. 401-406. Chamberlain et al. Teen Guide. pp. 320-324. McGinley. People: Caring, Deciding, Growing. pp. 522-525.
Practice working with the machine by: -turning wheel and observing movement of various parts -stitching straight and curved lines on paper -controlling speed and starting and stopping machine -using reverse stitch control -threading machine, top and bottom -stitching on fabric scraps (check tension)	
Read to find out about basic construction techniques.	Chamberlain et al. Teen Guide. pp. 331-348. Foster et al. Creative Living. pp. 407-411, 428-432. McGinley. People: Caring, Deciding, Growing. pp. 537-544.
Chose a simple project and construct it. Share project with class.	

Unit: CLOTHING AND TEXTILES **Concept** CAREER AWARENESS - Careers

Competency 5.10 The learner will identify career possibilities in clothing manufacturing, design, sales, repair, cleaning, and other related fields.

Learner Outcome 5.11 The learner will identify a variety of careers in the area of clothing and textiles, and the requirements.

Activities	Resource Materials
Discuss what our daily life would be like without the textiles we take for granted.	
Play the game DOT Detective Chase - Clothing & Textiles.	Supplement 5.11. DOT Detective Chase - Clothing & Textiles. Dictionary of Occupational Titles.
Help prepare and discuss bulletin board on careers in clothing and textiles.	Supplement 5.11. STEPS To a Career in Clothing and Textiles.
Read to find out about the different careers, responsibilities and requirements in clothing and textiles.	Foster et al. Creative Living. pp. 395-399, 412-416, 441, 445, 476, 479.
Read and discuss the story from Illinois Teacher.	Chamberlain et al. Teen Guide. pp. 360-365.
Visit a large department store and take a behind-the-scene tour to see how the various departments work. (publicity, credit, stockroom, buyers office, etc.) Interview a worker. Include questions such as: -job responsibilities? -skills involved? -previous experience required and what types? -earnings? -working conditions? Tape the conversations if possible. Share your findings with the class.	Illinois Teacher. March/April 1975. pp. 233-235.
Develop/play the game Career Tic Tac Toe.	Supplement 5.11. Career Tic Tac Toe.

Unit: CLOTHING AND TEXTILES **Concept** CAREER AWARENESS - Entrepreneurship

Competency 5.20 The learner will explain entrepreneurship in clothing and textiles.

Learner Outcome 5.21 Having identified a self-employment opportunity in clothing and textiles, the learner will explore its feasibility.

Activities	Resource Materials
Review the meaning of entrepreneurship. Discuss what this might include in relation to clothing and textiles.	
Read to find the types of jobs you could do for others as related to clothing.	Foster et al. Creative Living. p. 477-479.
List as many different self-employment opportunities in clothing and textiles as you can think of. Discuss your list with classmates.	
Choose one self-employment opportunity that you would be interested in and complete Supplement 5.21, The Reality of Entrepreneurship.	Supplement 5.21. The Reality of Entrepreneurship.

FHA CHAPTER IDEAS

CLOTHING AND TEXTILES

Resources in TEEN TIMES magazine:

Title	Page number(s)	Issue	Year
They're Reaching For the Stars . . A Student Run Modeling Company	10-11	Nov/Dec	78

Suggested Activities:

Have a repair-your-wardrobe clinic. Everyone bring one or two garments to repair hems, fix zippers, redo button holes, sew rips, and put on new buttons.

Sponsor a community share session on clothing from different lands. Invite people from different cultures (or those who have traveled abroad) to discuss and show clothing of their culture.

Ask a local extension service specialist to present program on how clothing needs change with age.

Set up an assembly line (manufacturing type) to make school pennants, Christmas stockings, or patchwork items. Then arrange a "shop" and sell the items as a money making project.

Offer an alteration service in the school as a money making project (hems and other simple alterations only).

Have a "rag bag" fashion show of recycled clothing.

Have a fashion show of energy saving clothing to demonstrate dressing for cold weather or hot weather.

Have a fashion coordinator discuss planning a wardrobe using basic colors, mix and match, accessories, etc.

Have an equipment maintenance day. Learn how to oil and care for machine, remove threads, and correct minor problems. Clean the school machines or bring your own (if portable). Also clean steam irons, etc.

Have a career clothing fashion show to demonstrate grooming and dress for different jobs.

Make wheel chair carry-alls for a nursing home.

Make match box sewing kits for each teacher. Include several colors of thread, needles, pins, and a couple of buttons.

Invite speakers or take a tour to find out more about careers in clothing and textiles.

Have a clothing exchange day or sponsor a rummage sale (or thrift shop).

SUGGESTIONS FOR EXTENDED LEARNINGS

CLOTHING AND TEXTILES

Look at hang tags on a variety of clothing. Make a list of different finishes found. Research the finishes to find out advantages and disadvantages and tell why those finishes were selected for the particular garments they were used on.

Visit a clothing factory. Look for the different kinds of jobs done, future outlook, skills needed by different workers, advantages and disadvantages of the various jobs, etc. Analyze the jobs available in terms of your abilities and personal qualities or skills.

Do a complete wardrobe inventory. With the aid of catalog or memory, determine the approximate money value of your clothing. Write a follow-up report explaining your findings: any surprise your inventory revealed, how much money you alone use of the family clothing budget, where you cut back or where you may need to spend, clothing being wasted by not being worn, any plans for making wardrobe improvements based on the inventory findings.

Make a list of personal activities and identify two types of clothing needed. Make a wardrobe inventory and plan clothing items which need to be made or purchased to round out your wardrobe to meet your activities needs. Analyze your wardrobe to find clothing items which could serve more than one function. Using a catalog, determine the approximate cost of the additions you need to make. Estimate the money which could be saved by making some items.

Make a wardrobe inventory and inspect clothing for needed repairs that would make your wardrobe more usable. Make needed repairs and evaluate results.

Sew a simple item using techniques learned in class. Keep accurate records of time spent and cost of pattern, fabric, notions. Summarize your findings. Do you feel time and money spent making an item is "worth it?" Explain.

Select an item or items from your wardrobe that could be recycled. Carry out the recycling project. Summarize whether the time spent was worth the outcome.

Recycle a household item or garment of another family member. Summarize the outcome.

With the help of the sewing machine manual and an adult, properly oil and clean a sewing machine.

Research the cost of cleaning a garment at home, at a coin laundry, and at a drycleaners. Consider the mileage cost to and from laundramat. Summarize the cost of cleaning supplies, energy, etc.

Using the laundry principles learned in class, wash a minimum of one load of clothes (or more as family situations permits). Summarize the outcome.

At local appliance dealers, discuss with the salesperson the new energy saving devices available on a variety of makes of appliances. Compare your findings.

Extended Learnings - CLOTHING AND TEXTILES
(continued)

Do a survey of today's home laundry products that are made to be used with energy conservation in mind. Summarize your findings.

Survey the dress of people at different jobs and ages. Write a report telling how dress is related to behavior and the expectations we have of people.

Observe the types of clothing worn by your peers. Analyze reasons behind their choices.

Prepare a chart illustrating the clothing needs of a teen and how you could use the same clothing choices in alternate ways.

Select a news item related to world economy, report to your class how this news event effects production and availability of clothing.

Review your wardrobe to determine ways you can choose/combine clothing for cold weather or hot weather. Determine what item or items you need most to add to help regulate temperature.

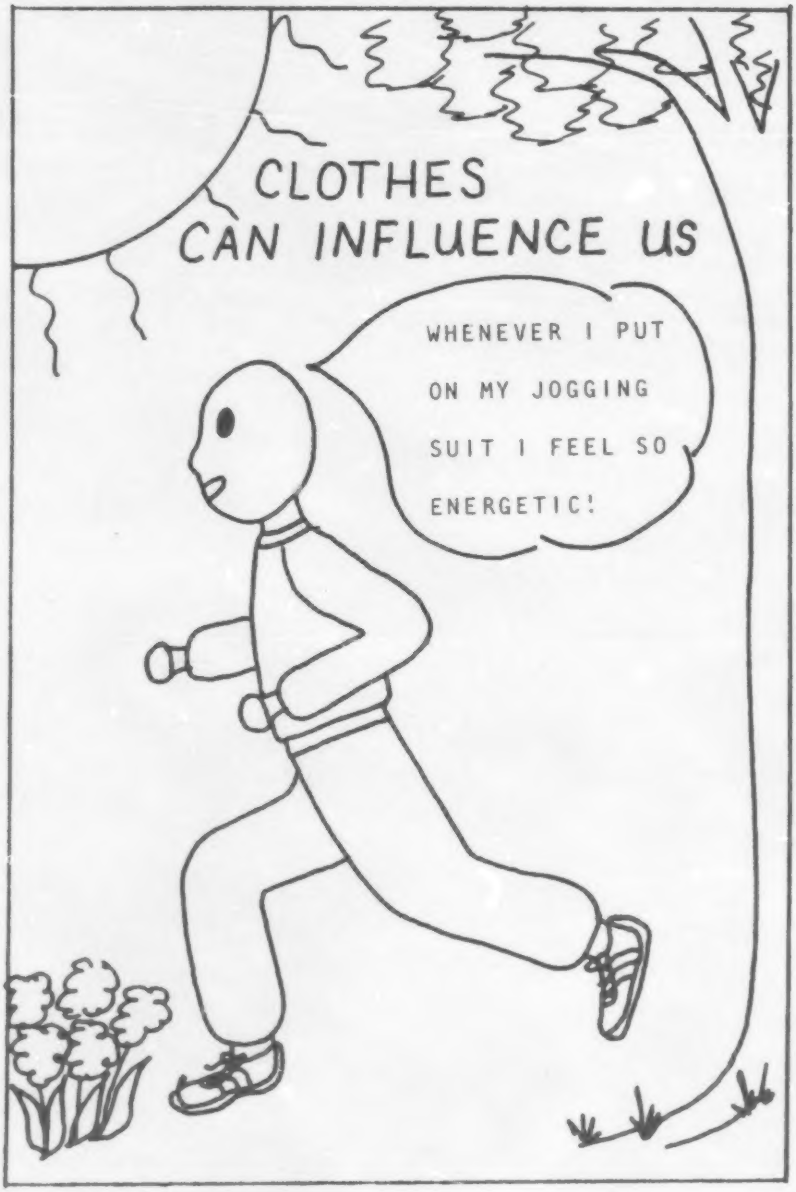
Survey your wardrobe to find out what fibers different garments are made of. If the lables are gone, look at the hangtags in stores and review your wardrobe again. You may also consider how you have been cleaning garments to help determine fiber content or ask your teacher about some garments. Start a file of labels and other information about garments you own. Consider which fibers seem to be most satisfactory for your use.

SUPPLEMENTS FOR CLOTHING AND TEXTILES

No.	Title of Supplement	Page
1.22	Take STEPS to Improve Self-image: Clothes Can Influence Us	c-2
1.22	A Real Winner	c-3
1.31	Key, Look Me Over	c-4
1.31	Clothing Survey Form	c-5
1.41	What a Buy!	c-10
1.41	STEPS to Better Relationships: Peer Pressure vs. Parent Pressure	c-11
1.61	STEPS to Appreciation: Weeding Through the Jean Scene	c-12
1.61	Are You More Like...?.	c-13
1.71	Coping - STEPS to Surviving Your Growing Years	c-14
1.81	Dressing for Cold Weather	c-15
1.81	Dressing for Hot Weather	c-18
1.91	STEPS to Understanding World Influences: Western World	c-20
1.91	A World of Clothing	c-21
2.11	Who Gets What	c-22
2.13	STEPS Toward Responsibility: Shopping With Care	c-23
2.13	Before You Shop	c-24
2.13	Wardrobe Inventory	c-25
2.21	Why Would I Sew?	c-26
2.31	Recycling -- STEPS to Saving: Don't Throw It Out	c-27
3.11	Consumer Care Guide for Clothes	c-28
3.21	STEPS to Conserving Energy: Use Solar Energy	c-29
3.21	An Energy Checklist	c-30
3.31	Who's Responsible?	c-33
4.11	Clothing Lab Responsibility	c-34
5.11	DOT Detective Chase - Clothing/Textiles	c-35
5.11	STEPS to a Career in Clothing and Textiles	c-36
5.11	Career Tic Tac Toe	c-37
5.21	The Reality of Entrepreneurship	c-42

Supplement 1.22
CLOTHING AND TEXTILES
Self-image

TAKE **STEPS** TO IMPROVE SELF-IMAGE


CLOTHES
CAN INFLUENCE US
WHENEVER I PUT ON MY JOGGING SUIT I FEEL SO ENERGETIC!

A REAL WINNER

Directions: Select one of the TV personalities below. Describe how this character dresses. What is his/her typical behavior? In what way do you associate the person's actions with dress?

Constance Carlyle

Brooke Shields

Mel (Mel's Diner)

Flo (Flo's Yellow Rose)

The President of the United States

Mork (Mork and Mindy)

George Jefferson (The Jeffersons)

Arnold (Different Strokes)

Jim (Taxi)

Max Klinger (M.A.S.H.)

J. R. Ewing (Dallas)

Ponch (Chips)

Miss Piggy (The Muppets)

Others. . . .

Supplement 1.31
CLOTHING AND TEXTILES
Motivations

HEY, LOOK ME OVER

Complete the following open-ended sentences.

1. My usual dress for school is......
2. I like what I wear to school because......
3. What I would wear to a ball game would be......
4. Acceptable dress for most school dances is......
5. I select most of my clothing for the following reasons......
6. I (like-don't like) to be dressed like everyone else because......
7. I (would, would not)borrow or rent a tux or gown for the prom because......
8. The clothes my parents select for me......
9. For me, presenting a good appearance means......
10. What I wear is important because......
11. I (do, do not) loan my clothes because......
12. To me, the most important item for clothing selection is......
13. I (would, would not) date someone who looks sloppy because......

CLOTHING SURVEY FORM

Directions: Is clothing important to you? Assume all of the choices are possible for you and that you must make a choice. For each situation select the one choice which is of most importance to you and write the letter of your choice in the first blank. Then select the choice of least importance to you and write the letter of that choice in the second blank. Make two choices for each item, the MOST important and the LEAST important.

	Most Important	Least Important
1.	________	________
2.	________	________
3.	________	________
4.	________	________

1. You have been given $35 to spend for a pair of comfortable shoes, you would

   a. use the total amount for the shoes, selecting ones that friends would admire.
   b. select the best looking pair of shoes you could find at that amount.
   c. buy a less expensive pair of shoes and save a part of the money.

2. In selecting this pair of shoes, you would prefer them to be

   a. ones that could be used on many occasions and last a long time.
   b. the latest style.
   c. ones that would emphasize your best features.

3. In selecting a shirt or blouse

   a. color would be most important.
   b. cost would be most important.
   c. latest fashion would be most important.

4. In selecting any garment

   a. how it will wear is more important than style or color.
   b. current trend is more important than cost or color.
   c. how it looks on me is most important.

Supplement 1.31 - CLOTHING AND TEXTILES
Clothing Survey Form
Page 2

Most Important   Least Important

5. When buying a tie or scarf to wear on a special date you would

5. ________ ________

a. select one that would do most for a special outfit or suit.
b. select the one giving you most for your money.
c. select one that would impress your date.

6. In planning clothing for the school year, you would

6. ________ ________

a. consider clothes you have and buy garments to add to those you have.
b. be cool and look for the latest trends around school.
c. analyze your personal features and select garments to enhance your personal characteristics.

7. In selecting clothing when buying, you would

7. ________ ________

a. add up cost of all items before final selection.
b. pick the most popular fashions.
c. look for beauty regardless of other factors.

8. You consider your present wardrobe to be

8. ________ ________

a. impressive to the people at school.
b. economical and practical.
c. in good taste and attractive.

9. Which of the following would influence you most in selecting clothing?

9. ________ ________

a. Attractiveness.
b. Your money's worth.
c. Social prestige.

10. Given an opportunity to study, which would you prefer to learn?

10. ________ ________

a. Ways to get the best buy for your money.
b. Ways to show off your best qualities by selecting becoming clothing.
c. Ways to make a hit with your friends by wearing certain types of clothes.

Most Important ____ Least Important ____

11. The last time you were dissatisfied with a clothing purchase, the reason was

11. ________ ________

a. item cost more than you wanted to pay.
b. others didn't like it.
c. didn't fit properly and wasn't very attractive.

12. The problem that troubles you most when buying your clothes is

12. ________ ________

a. not being able to select clothes that others like.
b. feeling guilty for not saving money by utilizing clothes or fabrics on hand.
c. finding clothes that express you.

13. You feel the biggest urge to buy when

13. ________ ________

a. you need the item and have the money.
b. your close friend buys something new.
c. you find something attractive and becoming.

14. When a very new style is started, you

14. ________ ________

a. are among the first to try it.
b. base your decision to buy or not on whether it is becoming to you.
c. base your decision on the cost of the article.

15. You would most like to be remembered in this school as

15. ________ ________

a. a person who selected attractive clothes.
b. a person who was "hip" and bought the latest fashions.
c. a person who was economical and selected practical clothes.

16. Your most common practice in selecting clothing for school is to

16. ________ ________

a. buy something you don't need, but you can't resist because of its appearance.
b. avoid buying something you really like in order to save money.
c. buy something because others like it.

	Most Important	Least Important
17.	________	________
18.	________	________
19.	________	________
20.	________	________
21.	________	________

17. You like to buy your clothing at

    a. economy or discount stores.
    b. stores showing clothes in attractive settings.
    c. stores specializing in mod fashions.

18. Your choices in buying clothing are influenced most by

    a. cost, care and upkeep.
    b. color, pattern and weave of materials.
    c. style or latest fashion.

19. In your group of friends, you most admire

    a. those who have clothes that are admired by others.
    b. those who use practical judgment in selecting clothing.
    c. those who use artistic abilities in selecting clothing.

20. The most outstanding social affair of the year is coming up in two months at your high school. You never miss such occasions, but this time you have a problem of what to wear. You would choose to

    a. select that smashing outfit which all of your friends would admire.
    b. plan carefully and consider choosing (or making) an inexpensive garment for this one-night affair.
    c. select the most attractive garment that you can find, one that will bring out your natural best features, no matter what the cost may be.

21. If you were buying a sweater for an important date, you would prefer

    a. machine washables such as an acrylic.
    b. an attractive soft fluffy wool or cashmere.
    c. the "in" color and style in any knit.

Key For Choices Representing Each Value in the Twenty-one Items

	ECONOMIC	AESTHETIC	SOCIAL
1.	C	B	A
2.	A	C	B
3.	B	A	C
4.	A	C	B
5.	B	A	C
6.	A	C	B
7.	A	C	B
8.	B	C	A
9.	B	A	C
10.	A	B	C
11.	A	C	B
12.	B	C	A
13.	A	C	B
14.	C	B	A
15.	C	A	B
16.	B	A	C
17.	A	B	C
18.	A	B	C
19.	B	C	A
20.	B	C	A
21.	A	B	C

Adapted from test by Christina Brown that appeared in Illinois Teacher, July-August 1971, pp. 297-302.

Supplement 1.41
CLOTHING AND TEXTILES
Human Relationships

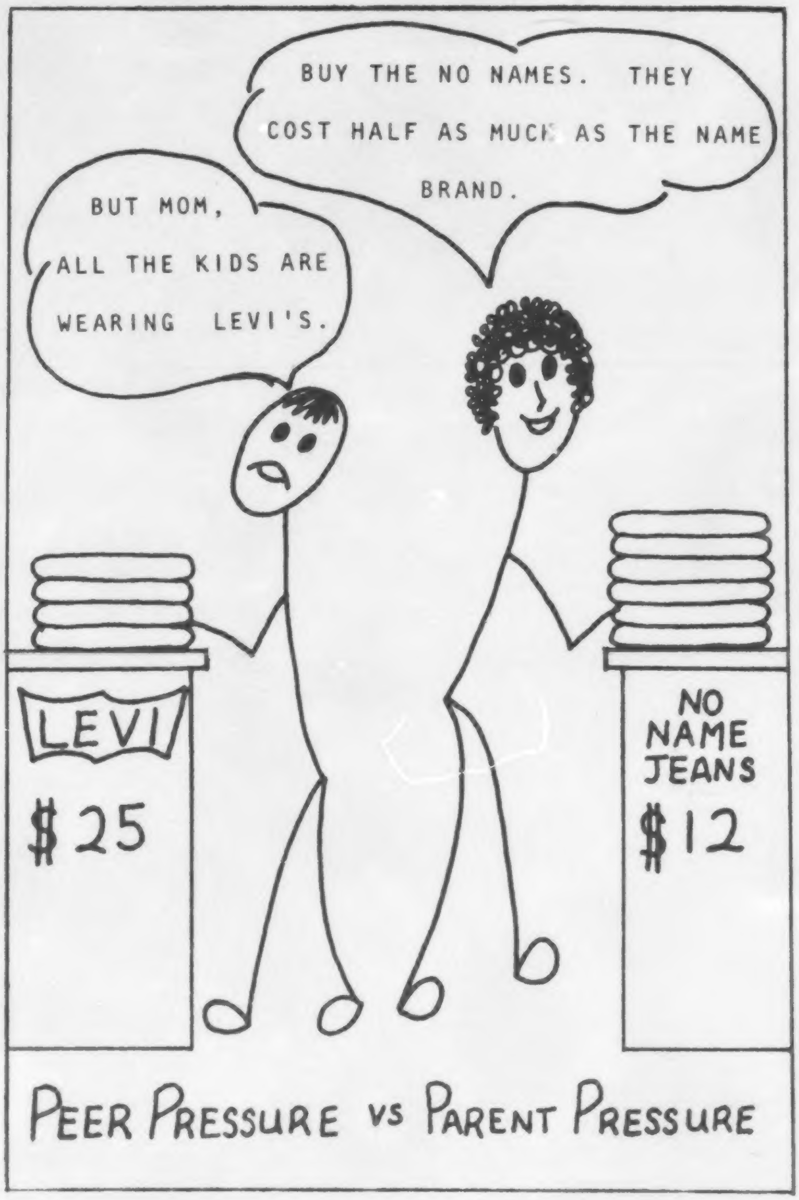
WHAT A BUY!!

Directions: The following list gives eight possible reasons for purchases. Interview ten students about the last pair of jeans they bought. Indicate on the chart below how many people gave each reason. Only one reason can be selected per person.

REASON	NUMBER OF PERSONS GIVING THIS REASON
1. Friend wears it	
2. Habit	
3. Like the advertisement	
4. Price	
5. Parental pressure	
6. Fit	
7. Style or design	
8. Other (state reason)	

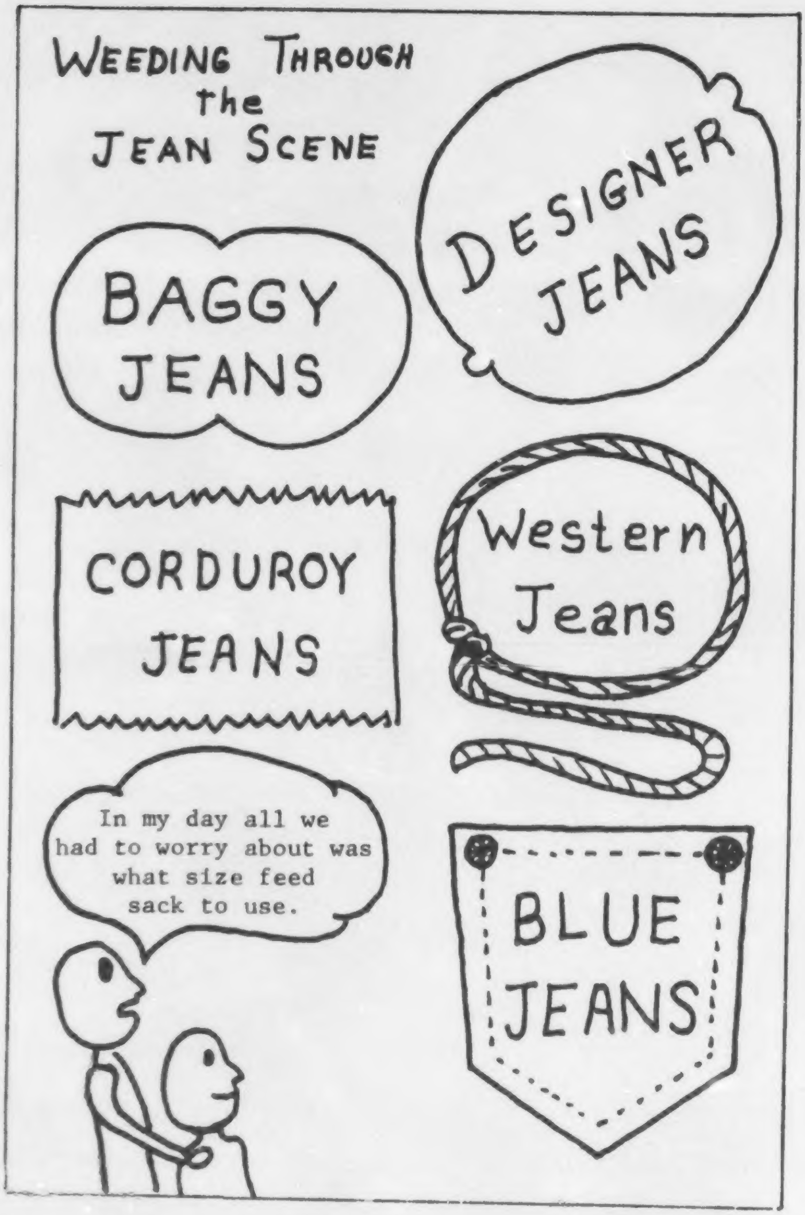
1. Which reason was the most often given?
2. Do you agree with this reason? Yes____ No_____
3. Which considerations do you think are most important when purchasing a product? Why?

STEPS TO BETTER RELATIONSHIPS


BUY THE NO NAMES. THEY COST HALF AS MUCH AS THE NAME BRAND.
BUT MOM, ALL THE KIDS ARE WEARING LEVI'S.
LEVI
$25
NO NAME JEANS
$12
PEER PRESSURE VS PARENT PRESSURE

PEOPLE NEED PEOPLE

STEPS TO APPRECIATION


WEEDING THROUGH the JEAN SCENE
BAGGY JEANS
DESIGNER JEANS
CORDUROY JEANS
Western Jeans
In my day all we had to worry about was what size feed sack to use.
BLUE JEANS

1316

Supplement 1.61
CLOTHING AND TEXTILES
Appreciation

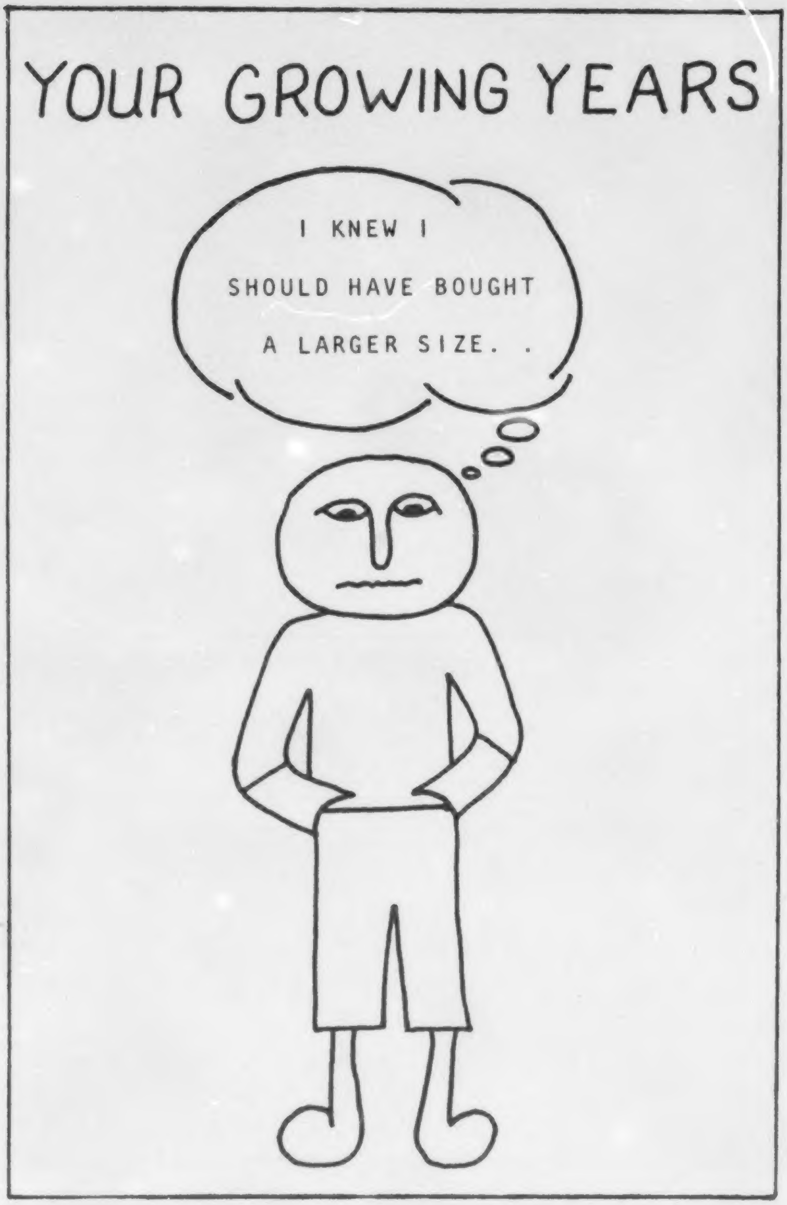
ARE YOU MORE LIKE.....

1. jeans . . . . dress slacks
2. long skirt . . . . .short skirt
3. silk . . . . polyester
4. T shirt . . . . ruffled shirt
5. sweat suit . . . . 3 piece suit
6. mini skirt . . . . .southern belle dress
7. bonnet/toboggan . . . . floppy straw hat
8. dress shoes . . . . tennis shoes
9. tank suit . . . . bikini
10. wedge/crew cut. . . . . Afro/permanent

Tell why you answered as you did.

Supplement 1.71
CLOTHING AND TEXTILES
Coping/Surviving

COPING--**STEPS** TO SURVIVING


YOUR GROWING YEARS
I KNEW I SHOULD HAVE BOUGHT A LARGER SIZE. .

1318

Supplement 1.81
CLOTHING AND TEXTILES
Energy Concerns

DRESSING FOR COLD WEATHER

Despite the fact that primitive people in some cultures have learned to survive cold weather without clothes, clothes do much to save body heat in cold weather. In fact, people would have to have nearly double the calories if they did not wear protective clothing in bitter cold weather. Food you eat produces heat (calories) and clothes help keep this heat from being lost. You know what happens when you leave the door open in cold weather. The same thing happens to the body if clothes do not help stop heat loss.

We can take some lessons from people who live in bitter cold climates about winter dressing. They have learned that it helps to wear insulating clothes to keep the cold out. This is done in several ways:

1. Choose fabrics that do not let cold air through. The weight of the fabric counts, but a loosely constructed heavy fabric may still let air through. The outer layer should thus be of a tightly constructed material that stops air flow.

2. Fabrics made of some fibers are warmer than others. Wool and fur are good insulators. A wool sweater is warmer than an acrylic sweater. A wool coat or outer layer can absorb a large amount of moisture without feeling wet. That is important since the body looses more heat with dampness than when you have dry clothes. A water repellent outer layer may be a better choice in some weather. Quilted nylon jackets and vests also insulate quite well if properly constructed. Down filling is warmer than polyester fiberfill but is more expensive and takes extra care.

   Fabrics that are fleecy or that have a nap are also warmer than smooth fabrics. The short fiber yarns or loops help trap air in fleecy or fuzzy fabrics and don't flatten out against you.

3. Several thinner layers are warmer than one heavy layer. Trapped air is a good insulator, so the air between layers of clothes helps keep you warm. This acts the same way as a thermopane window that has air between two layers of glass. Another advantage of layers is that you can shed layers if you get too warm.

4. Don't get so warm that you start perspiring a lot. Getting the clothes next to you damp from perspiration will let your body lose heat too fast. Damp clothes conduct heat away from the body faster than dry clothes. Then you get cold again. Choosing underclothes that are absorbent helps keep you dry. Cotton, wool, and rayon are absorbent. Fibers such as nylon and polyester shed water so are not absorbent. The way the fabric and yarns are constructed may also affect absorbancy. Those with some "texture" are usually more absorbent than ones that are smooth.

   You can also control your body temperature by fastening or unfastening your coat or jacket. Be alert to do this before you get too hot or cold.

5. Covering you head prevents more heat loss than most people can imagine. Keeping your hands and feet warm is also important. A lot of heat is lost through the extremeties (parts farthest from your trunk). Mittens are warmer than gloves because they do not separate the fingers.

6. Belts, scarves, and cuffs will all help keep body heat in. Loose flowing garments let heat escape. But don't wear clothes so tight that you don't have room for a layer of air between clothes and your body to help insulate.

7. Pants are lots warmer than skirts. Thermal underwear or even pantystockings underneath add still more warmth. Some construction workers wear pantyhose in large sizes because they insulate but are not bulky!

8. Color makes a difference. Dark or bright colors absorb heat from the sun. Light colors reflect heat. Lay a square of black cloth and a square of white cloth on the snow when the sun is shining. The snow under the black square will melt first. Colors also affect your mood. Warm colors such as red and orange suggest warmth, but blue, violet, and green suggest coldness.

When we choose fabrics to keep us warm consider the following:*

Fiber Content: warmth depends on fiber properties and how the fiber is made.
Yarn Twist: natural or manmade crimp or curl which helps to trap air.
Fabric Construction: thick, loosely woven or knitted, pile, quilted, or bonded fabrics are best. For wind resistance, leather, vinyl, or nylon taffeta can help.

Do not use stiff or clinging fabrics or fabrics that do not spring back after being compressed.

Fabric Suggestions for Keeping Warm:

1. Wool - because of the insulating value of the fiber.

2. Pile and Brushed Fabrics - like corduroy, flannel, velvet, velveteen, velour, terrycloth, fur, and fake fur.

3. Quilted Fabrics - check type of filler and quality of stitching which can make cold spots.

4. Goose Down - most warmth per unit of weight but expensive.

Here are some helpful hints for dressing to keep warm:

Choose the fit of a garment so that it allows an insulating layer of air between the body and the fabric.

Choose garments with neck and wrist closings to prevent the escape of warm air. A close fit at the waist and ankles will help.

Wear dark colors to absorb the sun's rays and warm hues (red, orange, and yellow) for a visual feeling of warmth.

Wear enough lightweight layers to trap air between the layers, but not compress the air space or prevent good circulation. Add or remove layers as temperature or activities change. Wear the warmest layers next to the body.

Wear textured, long, thick socks and stockings. If these are layered, leave enough shoe room for foot circulation and insulating air.

Warm closed, shoes should have thicker soles, higher heels, warm linings (such as fleece) and be made of heavy, sturdy materials.

Wear thick mittens instead of gloves to trap more air around fingers and prevent heat loss from the added surface area in gloves.

Protect the head and neck from losing a major percentage of body heat by wearing a hood or hat and scarf. AT 60°F, 33% of heat loss is through the head; at 50° it is 75%.

Use scarves and belts to prevent heat loss.

Here is a list of some items that can be added to what we are already wearing that will help keep us warm.

shawls
afghans
bonnets
robes
hats
scarves
long wool socks
wigs
long skirts
night caps
slacks

lined garments
jackets that cover the seat
insulated pockets
flaps to cover buttons and zippers in jackets
cuffs inside sleeves
drawstring hoods
high necklines
tucked pants in boots
lined shoes in boots
thermal underwear

*Source: Ruth Pestle, Project Director. Integrating Voluntary Simplicity of Lifestyle into Home Economics. Florida Dept. of Education, 1981.

DRESSING FOR HOT WEATHER

Perhaps you think becoming a nudist would solve the hot weather problem. Not so. Clothes help keep you cool in warm weather. When the air is warmer than your body temperature, clothes help keep the hot air out. They also protect you from absorbing too much heat from the sun. Perhaps you have wondered why pictures of desert scenes showed people with so many clothes. It is simply that clothes keep the hot dry air away from the body. A head covering is very important to keep from absorbing heat from the sun.

The situation is a bit different in hot humid weather, especially if you are not directly in the sun. Perspiration does not evaporate as quickly when the air has a lot of moisture or is still. Then you want to choose clothes to let air circulate around the body as much as possible and wear fewer clothes. Omit any layers of clothes that you can and choose garments that do not fit too close. Sometimes a light airy dress may be hotter than one a bit heavier if a shadow-proof slip must then be worn.

Fabrics that absorb moisture are more comfortable. Those that shed water do not let perspiration evaporate as easily. On the other hand, some fabrics may absorb moisture and then cling to the body. That makes you feel sticky and uncomfortable and also makes it harder for air to circulate.

Going from air-conditioned buildings to the outside heat causes problems, just as we sometimes have trouble adjusting in the winter. In your own home, don't set the thermostat on the air-conditioner so cold. Adjust how you dress. Although you sometimes still find public buildings too cold in the summer before a crowd gets in, most managers do not turn the thermostat as low as was common a few years ago. Even so, you may want to continue the practice of layering if you are to be in a public place. That lets you shed the jacket as the temperature gets warmer. It also helps as the day gets hotter because of the sun.

When choosing fabrics to keep cool consider the following: *

Fiber Content: Choose absorbent fibers (like cotton, linen, silk, wool, and rayon) to allow body perspiration to evaporate.
Fabric Finishes: Note that stain and wrinkle resistant finishes may reduce the absorbancy while soil release finishes increase absorbancy regardless of fiber content.
Fabric Construction: Choose lightweight, open fabrics to allow for ventilation.
Fabric Drape: Avoid clinging fabrics that trap the air flow.

Here are some helpful hints for dressing to keep cool:

Choose loosefitting garments to allow for air circulation.

Choose garments with large openings so heat can escape.

Wear A-line garments instead of pants.

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Wear short sleeved blouses and skirts.

Avoid lined garments and those with waistlines.

Wear a minimal number of layers.

Wear blends of natural and man-made fibers.

Wear light colors or white to reflect the sun's rays and reduce heat gain (up to 50%). Wear cool colors (greens and blues) for a visual feeling of being cool.

Wear lightweight short socks and open shoes or sandels. Avoid stockings.

Wear an open-weave, brimmed hat in the sun.

Choose water repellant, not waterproof, rainwear for better ventilation.

Avoid scarves, belts, and ties that trap body heat. This increases air flow by reducing the number of contact points between the garment and the body, like the neck, shoulder, waist, wrist and ankle. If used, made sure they are lightweight, absorbent and loosely worn.

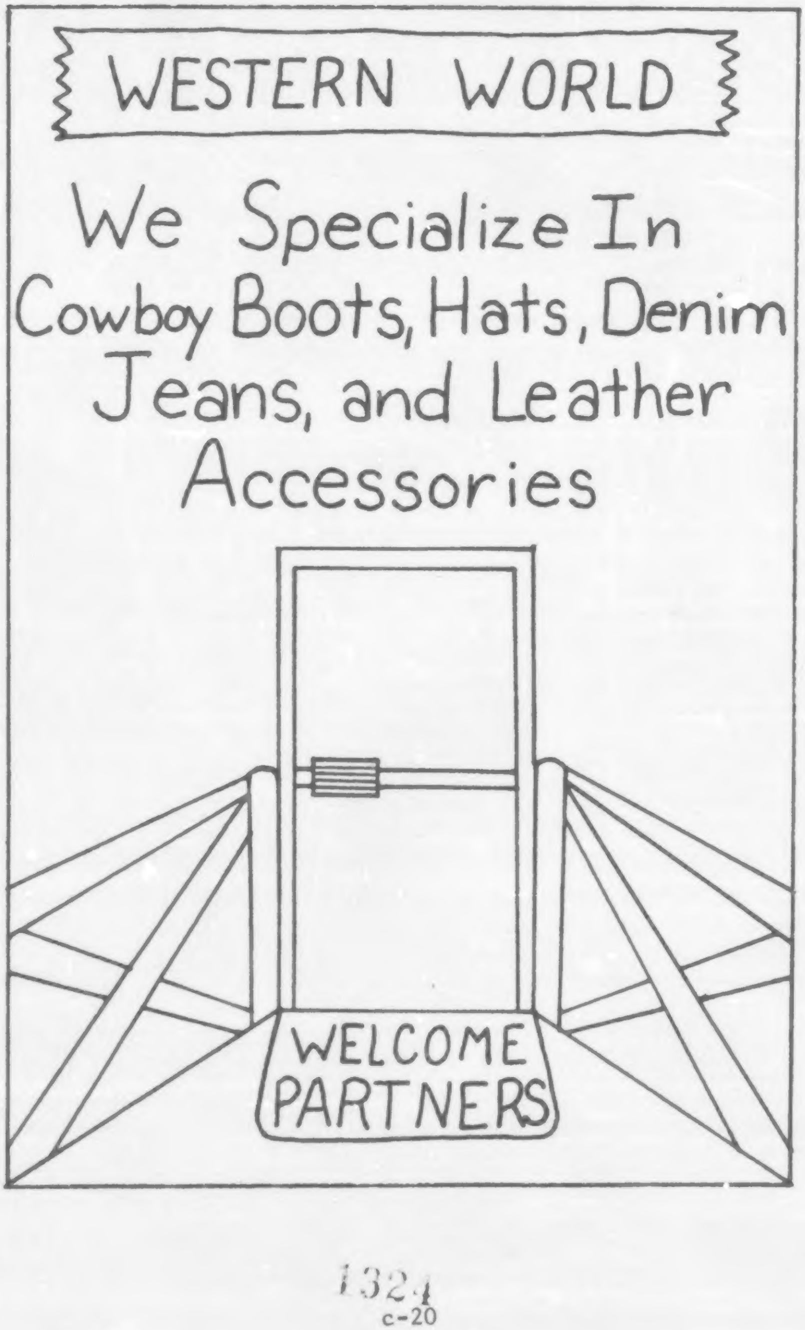
To save even more energy in hot or cold weather, wear clothes that:

-can be washed in cold water
-can be line dried
-that don't need ironing

Changing your clothing habits can keep you more comfortable, reduce the nation's yearly oil use, and save on your utility costs.

*Source: Ruth Pestle, Project Director. Integrating Voluntary Simplicity of Lifestyle into Home Economics. Florida Dept. of Education, 1981.

STEPS TO UNDERSTANDING WORLD INFLUENCES


WESTERN WORLD
We Specialize In Cowboy Boots, Hats, Denim Jeans, and Leather Accessories
WELCOME PARTNERS

A WORLD OF CLOTHES

Directions: Answer the following questions completely after viewing the pictures.

1. What do you think the garment is made of? Why?

2. What would it cost?

3. Why do you think this type of garment is worn in this country?

4. Is this garment handmade or purchased? Why or why not?

5. Is the garment mass produced or one of a kind?

6. From where might it be available?

7. Why do you think they chose this particular color?

8. What reaction would you get from others if you appeared in school in a similar attire?

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WHO GETS WHAT?

What should be done in the following situations when there is not enough money to do both?

1. Brother needs a new pair of tennis shoes. His are worn through on one side. Sister had been invited to the prom and doesn't have a dress.

2. Your winter coat has moth holes and has gotten too short. You also need a new blazer that can go with several things.

3. Dad needs new steel-toe shoes for work. You need a new jacket for school.

4. You have started jogging each morning but don't have a jogging suit. You also need a new school outfit since you have grown quite a bit.

5. Mother has a special dinner meeting next month. She hasn't had a new dressy outfit for three years. You need some new sweaters to go with your jeans. All the ones you have are at least a year old.

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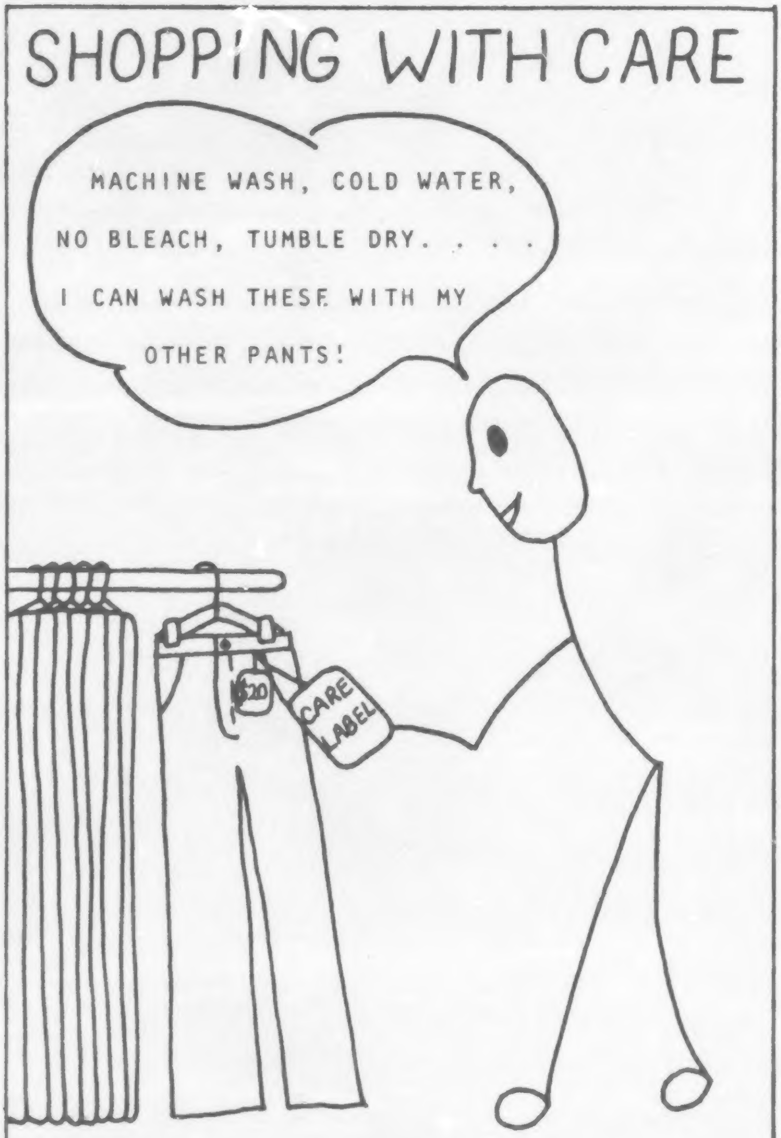
Supplement 2.13
CLOTHING AND TEXTILES
Responsibility

STEPS TOWARD RESPONSIBILITY


SHOPPING WITH CARE
MACHINE WASH, COLD WATER, NO BLEACH, TUMBLE DRY. . . . I CAN WASH THESE WITH MY OTHER PANTS!
$20
CARE LABEL

Supplement 2.13
CLOTHING AND TEXTILES
Responsibility

BEFORE YOU SHOP

Deciding what you need and then making the effort to find it, without being swayed by an impulse to get something else, are part of your responsibility. Getting the best buy for your money that you can while shopping for clothing is another responsibility.

*After evaluating your wardrobe ask yourself if you really need any particular item or items to make what you already have more successful. Make a list of what you need along with sizes and colors. The key to wise shopping is organization. To become an efficient shopper follow these suggestions.

1. Avoid last minute shopping. Poor decisions are often made under pressure. Also, do not shop when your ego is low.
2. Examine wardrobe needs. Do not base a purchase decision just on wants. Ask yourself "do I really need this?"
3. Keep a current inventory of your wardrobe. List garments by category in a handy pocket notebook. Add small samples of fabrics from wardrobe items you may want to match.
4. Comparison shop. Check quality, costs, and fashion predictions to make sure they last a long time.

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*Source: Ruth Pestle, Project Director. Integrating Voluntary Simplicity of Lifestyle into Home Economics. Florida Dept. of Education, 1981.

Supplement 2.13
CLOTHING AND TEXTILES
Responsibility

WARDROBE INVENTORY

Kind of Clothing		Number	Average Cost	Value
COATS:	For Cold Weather			
	For Warmer Weather			
	For Rain wear			
JACKETS:	For Cold Weather			
	For Warmer Weather			
	For Rain wear			
SUITS:	Jacket and Pants			
	Jacket and Skirt			
	3-Piece			
SHIRTS:	Long Sleeve			
	Short Sleeve			
BLOUSES:	Long Sleeve			
	Short Sleeve			
PANTS:	(Not Jeans)			
JEANS:	Better Ones			
	Old Ones			
SWEATERS:	Pull over			
	Button down			
	Vest			
VESTS:	Other than with suits			
DRESSES:	Everyday			
	Sunday best			
	Semi Formal			
	Formal			
UNDER GARMENTS:	T-Shirts			
	Underwear (males)			
	Bras			
	Underwear (females)			
	Slips			
	Pantihose			
	Long underwear			
SHOES:	Tennis shoes			
	Sandals			
	Loafer styles			
	Dress shoes			
	Slippers			

Source: Ruth Pestle, Project Director. Integrating Voluntary Simplicity of Lifestyle into Home Economics. Florida Dept. of Education, 1981.

WHY WOULD I SEW?

For which of the following reasons would you sew?

Reason to Sew	Yes	No	Maybe
1. To have something different.			
2. Because I enjoy it.			
3. To save money.			
4. To get a better fit.			
5. Can't find what I want.			
6. To get better quality.			
7. To have something to do.			
8. To get recognition.			
9. Learn a new skill.			
10. It's expected of me.			

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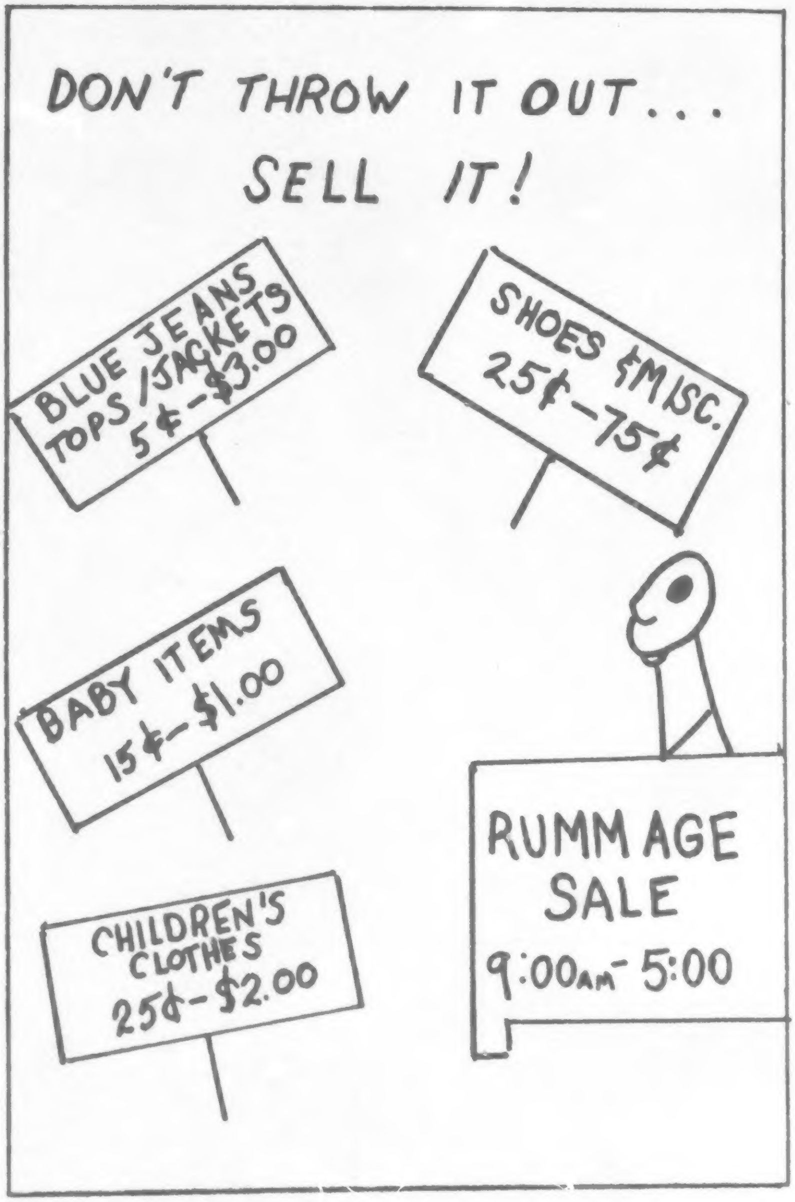
RECYCLING--STEPS TO SAVING


DON'T THROW IT OUT...
SELL IT!
BLUE JEANS
TOPS/JACKETS
5¢-$3.00
SHOES & MISC.
25¢-75¢
BABY ITEMS
15¢-$1.00
CHILDREN'S
CLOTHES
25¢-$2.00
RUMMAGE
SALE
9:00AM-5:00

USE IT UP

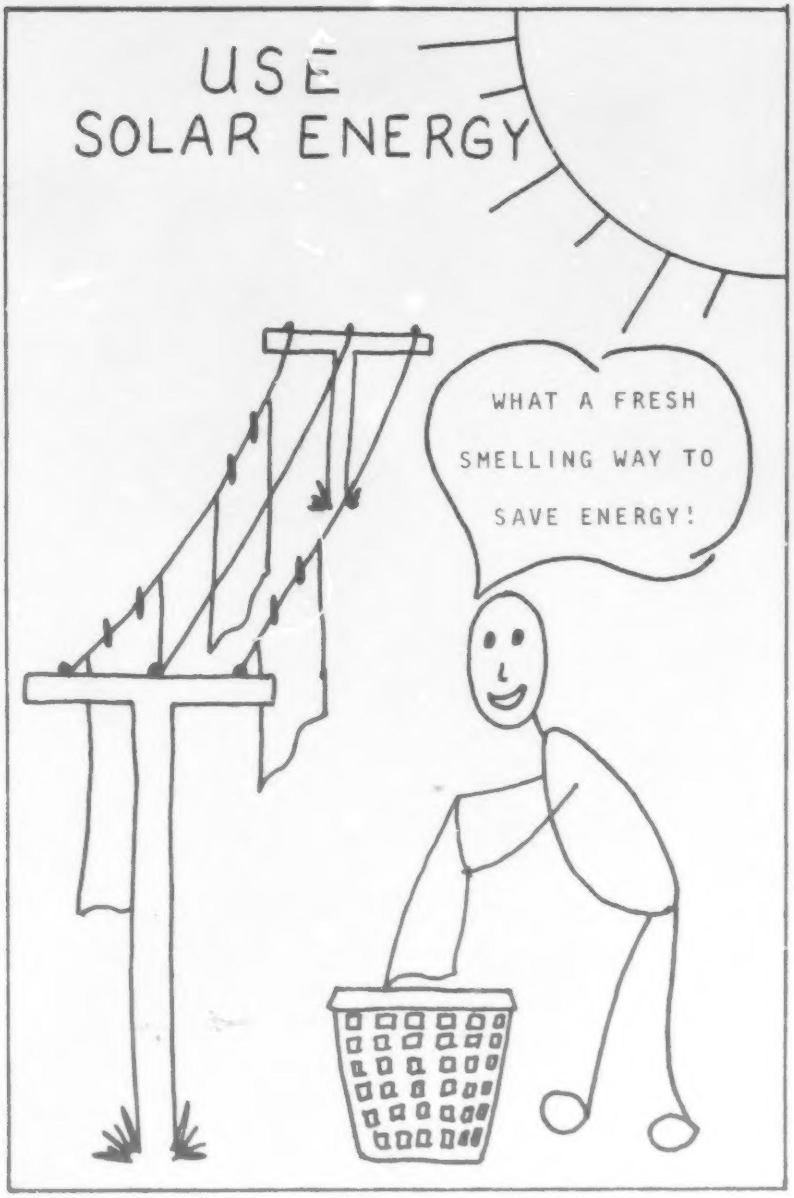
CONSUMER CARE GUIDE FOR CLOTHES

	When Label Reads:	*It Means:*
Machine Washable	Machine wash	Wash, bleach, dry and press by any customary method including commercial laundering and dry cleaning
	Home launder only	Same as above but do not use commercial laundering
	No chlorine bleach	Do not use chlorine bleach Oxygen bleaches may be used
	No bleach	Do not use any type of bleach
	Cold wash Cold rinse	Use cold water from tap or cold washing machine setting
	Warm wash Warm rinse	Use warm water or warm washing machine setting
	Hot wash	Use hot water or hot washing machine setting
	No spin	Remove wash load before final machine spin cycle
	Delicate cycle Gentle cycle	Use appropriate machine setting; otherwise wash by hand
	Durable press cycle Permanent press cycle	Use appropriate machine setting; otherwise use warm wash, cold rinse, and short spin cycle
	Wash separately	Wash alone or with like colors
Non-Machine Washing	Hand wash	Launder only by hand in luke warm (hand comfortable) water. May be bleached. May be dry cleaned
	Hand wash only	Same as above, but do not dry clean
	Hand wash separately	Hand wash alone or with like colors
	No bleach	Do not use bleach
	Damp wipe	Surface clean with damp cloth or sponge
Home Drying	Tumble dry	Dry in tumble dryer at specified setting—high, medium, low or no heat
	Tumble dry Remove promptly	Same as above, but in absence of cool-down cycle remove at once when tumbling stops
	Drip dry	Hang wet and allow to dry with hand shaping only
	Line dry	Hang damp and allow to dry
	No wring No twist	Hang dry, drip dry or dry flat only. Handle to prevent wrinkles and distortion
	Dry flat	Lay garment on flat surface
	Block to dry	Maintain original size and shape while drying
Ironing or Pressing	Cool iron	Set iron at lowest setting
	Warm iron	Set iron at medium setting
	Hot iron	Set iron at hot setting
	Do not iron	Do not iron or press with heat
	Steam iron	Iron or press with steam
	Iron damp	Dampen garment before ironing
Miscellaneous	Dry clean only	Garment should be dry cleaned only, including self-service
	Professionally dry clean only	Do not use self-service dry cleaning
	No dry clean	Use recommended care instructions. No dry cleaning materials to be used

This care guide was produced by the Consumer Affairs Committee, American Apparel Manufacturers Association and is based on the Voluntary Guide of the Textile Industry Advisory Committee for Consumer Interests. *The American Apparel Manufacturers Association, Inc.*

Supplement 3.21
CLOTHING AND TEXTILES
Energy Concerns
(bulletin board)

STEPS TO CONSERVING ENERGY


USE
SOLAR ENERGY
WHAT A FRESH
SMELLING WAY TO
SAVE ENERGY!

AN ENERGY CHECKLIST

Place an X in the appropriate space that best describes your energy habits.

Have Done	Will Do	THE CLOTHES WASHER
		1. The more closely you follow the manufacturer's operating instructions, the better your washer will work.
		2. Use the automatic controls whenever possible. These control water levels and operating time and can help save on hot water usage.
		3. Wash only full loads (unless they have small-load attachments or variable water levels) but do not overload the washer. The appliance will run less often and will need less maintenance over time.
		4. Use the suds saver if you have one. It will allow you to use one tub full of hot water for several loads.
		5. Don't use too much detergent. Follow the instructions on the box. Oversudsing makes your machine work harder and use more energy. Detergent residues make clothes look dirty, lint covered, and may be scratchy and uncomfortable.
		6. Pre-soak, pre-treat or use a soak cycle for heavily stained items to avoid having to re-wash them.
		7. Use water only as hot as necessary for adequate soil removal and sanitation.
		8. Wash clothes in warm or cold water and rinse in cold. Use hot water only if absolutely necessary. Except in special cases--such as diapers that need hot water to kill germs--many clothes can be satisfactorily laundered in cold water (but not lower than 80°F/26°C). The cost of an average load with hot/warm water is about 28 cents. An average cold water load costs about 3 cents.
		9. Reuse washwater if lightly soiled clothes were washed first. This can be done by removing the first load of clothes from the machine at the end of the wash cycle, leaving the water in the machine. When the second load is finished, the first can be put in for rinsing.

Supplement 3.21 CLOTHING AND TEXTILES
An Energy Checklist
Page 2

Have Done	Will Do	IRONING
		1. Eliminate ironing by cleaning and drying clothes properly.
		2. Press clothes removed from the dryer while damp and warm as soon as possible to cut down on ironing time, energy and effort.
		3. Save energy needed for ironing by hanging clothes in the bathroom while your're showering or bathing. The steam often removes the wrinkles for you.
		4. If you have a steam iron, use distilled water to prevent mineral deposits on the heating coils, which reduces efficiency and wasted energy.
		5. You can save ironing time and energy by "pressing" (hand smoothing) sheets and pillow cases on the warm top of your dryer. Fold clothes carefully, then smooth out on the flat surface.

		CLOTHES DRYER
		1. Dry only full loads but do not over load. Overfilling your dryer is hard on the machine and clothes take longer to dry.
		2. Dry your clothes in consecutive loads. Stop-and-start drying uses more energy because a lot goes into warming the dryer up to the desired temperature each time you begin.
		3. Separate drying loads into heavy and light weight items. Since the lighter ones take less drying time, the dryer does not have to be on as long for these loads.
		4. If drying the family wash takes more than one load, leave small, light weight items until last. You may be able to dry them, at a reduced heat setting by using the head retained by metal parts from earlier loads.
		5. Avoid over-drying, which wastes energy and can cause shrinking, a build-up of static electricity and wrinkling.
		6. If your dryer has an automatic dry cycle, use it. This will prevent over-drying.
		7. Remove clothes to be ironed while still damp and warm. Your job and the iron's will be faster and easier.

Supplement 3.21 CLOTHING AND TEXTILES
An Energy Checklist
Page 3

Have Done	Will Do		
		8.	Except for 100% cotton, remove clothes when they still have a little moisture in them. This prevents clothes from wearing out as fast and some fabrics will be more comfortable with some moisture.
		9.	Clean the lint trap before drying each load. A clogged lint trap increases the dryer's operating cost by lowering its air flow and efficiency.
		10.	Remove items as soon as the dryer stops to avoid unnecessary wrinkling that will require pressing.
		11.	Be sure the dryer is vented to the outside of your home so moisture removed from the clothes won't be left inside.
		12.	Keep the outside exhaust of your clothes dryer clean. Check it regularly. A clogged exhaust lengthens the drying time and increases the amount of energy used.
		13.	Drip dry individual items and very small loads in your bathroom or on your porch, rather than running the dryer.
		14.	Let your dryer rest whenever possible by line drying your wash. (Remember the fresh, clean smell of a line-dried wash?) Use the dryer only in inclement weather. Careful hanging will help reduce wrinkling. (Free solar and wind power!) The heating element in the dryer uses most of your laundry energy budget -- about $50.00 per year for one load per day.
		15.	Select the correct setting, according to the type of fabric and the directions in your dryer's instruction manual. This will protect your clothing and prevent energy waste.

Source: Ruth Pestle, Project Director. Integrating Voluntary Simplicity of Lifestyle into Home Economics. Florida Dept. of Education, 1981.

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Supplement 3.31
CLOTHING AND TEXTILES
Responsibility
(chart)

WHO'S RESPONSIBLE?

Duty	Self	Mother	Father	Sister	Brother	Other
Family Laundry						
Individual Laundry Items						
Sewing on Buttons						
Tears, Rips Snags, and Holes						
Treatment of Stains						
Hems						
Hangs up Clothing						
Polishes, Washes Shoes						
Pressing						
Dropping off at Cleaners						
Alterations						
Hand Washables						
Storing Summer/Winter Clothing						
Total						

HOW MUCH DO YOU DO?

CLOTHING LAB RESPONSIBILITY

How responsible are you in the clothing lab? Responsibility is shown in many ways in the clothing laboratory. Check your actions to find out how you rate.

Do You.......	ALWAYS	USUALLY	SELDOM
1. make it a point to have your materials and supplies at school when needed?			
2. watch demonstrations and/or check directions carefully so that you know what is to be done?			
3. label your things and keep them together while you work so that you don't lose them?			
4. put department supplies back where they belong so someone else can find them?			
5. make it a point to learn how to thread and operate the sewing machine and use other supplies and equipment correctly?			
6. check how machine is threaded and other details if it doesn't sew right before asking for help?			
7. arrange to catch up if you are absent or get behind in your work?			
8. start work promptly and keep your mind on your work?			
9. do a "little extra" in getting the lab straingtened up before you leave?			
10. treat the lab equipment and supplies as if you had worked to pay for them?			
11. help other students who need help by explaining or showing them what to do?			
12. stay alert to hazards so that you or other people don't get hurt?			

Give yourself 3 points for each check in the first column.
Give yourself 2 points for each check in the second column.
Give yourself 1 point for each check in the third column.
Total your points and check below. Note areas in which you can improve your responsibility score.

30-36 points - Responsible Ron/Rhonda
18-29 points - Sometimes Sal/Sam
12-17 points - Thoughtless Tom/Tammie

Supplement 5.11
CLOTHING AND TEXTILES
Careers

DOT DETECTIVE CHASE-CLOTHING/TEXTILES

Directions: Each team of 2 students should have a Dictionary of Occupational Titles. The teacher will announce one of the clothing and textile occupations listed below. Students will locate the occupation in the Alphabetized Listing section of the Dictionary of Occupational Titles to obtain the DOT number and then look under the DOT number to find job description. The first team to tell a short description of job duties wins that round of the game. Close DOT's until the teacher announces the next occupation. The team with the most points at the end of the game is the winner and is pronounced "Super Detectives".

Suggested Careers:

Knot picker

Rug scratcher

Blind hooker

Ear flap binder

Armhole raiser

Alteration Tailor

Finished garment inspector

Sample maker

Master tailor

Supervisor

Machine Operator

Fingerer

Brim buster

Fumigator and sterilizer

Pairer

Blanket inspector

Dipper

Pattern Assembler

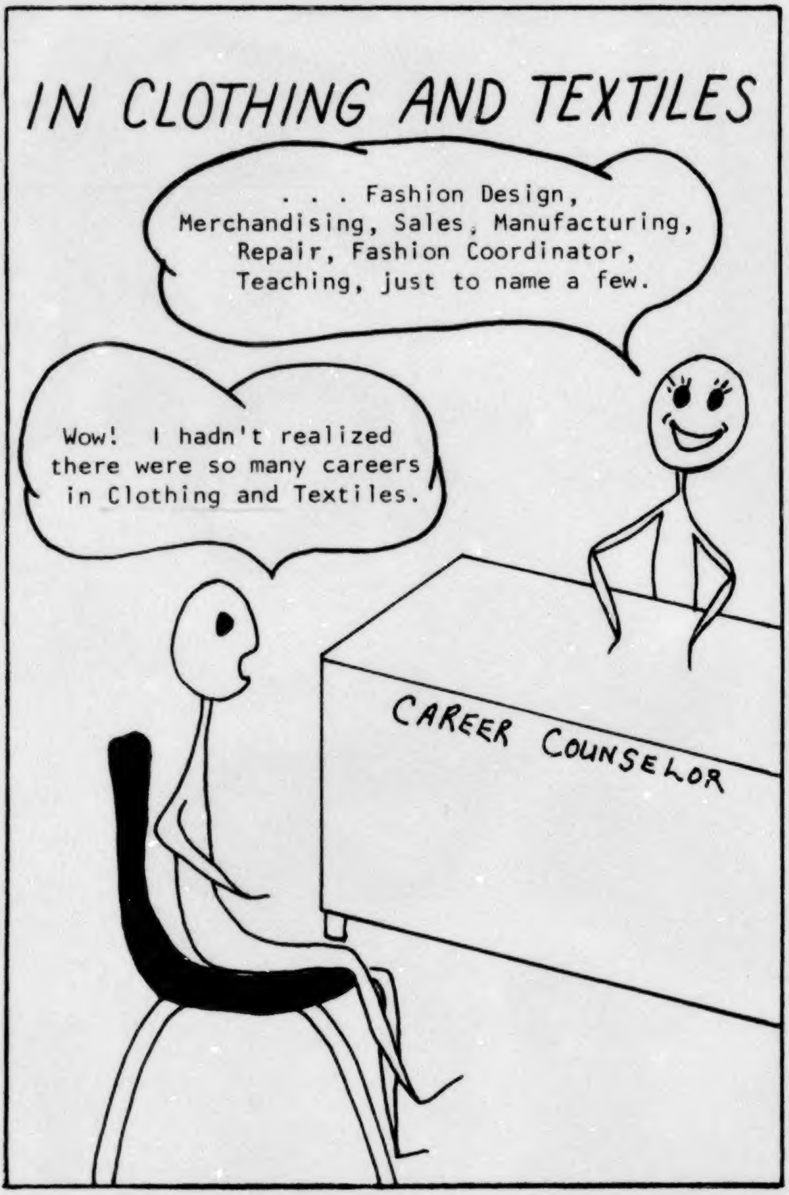
Ribbon cutter

Label designer

Fashion designer

Chopper

STEPS TO A CAREER


IN CLOTHING AND TEXTILES
. . . Fashion Design, Merchandising, Sales, Manufacturing, Repair, Fashion Coordinator, Teaching, just to name a few.
Wow! I hadn't realized there were so many careers in Clothing and Textiles.
CAREER COUNSELOR

Supplement 5.11
CLOTHING AND TEXTILES
Careers
(game)

CAREER TIC TAC TOE

Apparel Industry Tic Tac Toe*		
THE INDUSTRY	OCCUPATIONS	WORKING CONDITIONS
TRAINING	MISCELLANEOUS	EMPLOYMENT OPPORTUNITIES
EARNINGS	SOURCES OF INFORMATION	EQUAL OPPORTUNITIES

Career Tic Tac Toe is played by two teams or individuals. The team or individual having 3 x's or O's in a straight or diagonal line is declared the winner. In order for the team or individual to place an x or O on the playing board, career related questions must be answered correctly. There are nine categories of questions that can be randomly placed on the playing board using the velcro attachments. The categories and questions should be developed by taking into consideration the age and needs of the group and the subject matter content being presented.

Career Tic Tac Toe is a good review activity. Students can be involved in the development of Career Tic Tac Toe by selecting categories, writing questions and the answer key, and by acting as the moderator as well as being participants.

The categories and questions for the Apparel Industry Career Tic Tac Toe were selected by reviewing Bulletin No. 2075-41, Apparel, Baking, Laundry, Dry Cleaning and Textile Mill Products Industries reprinted from Occupational Outlook Handbooks 1980-81 Edition. Other reprints are available and may be used to develop categories and questions.

By using information from the Occupational Outlook Handbook and various reprints, students will have an opportunity to become familiar with a source of occupational informaiton and to read and review current facts.

NOTE: By gluing velcro to the back on the category cards, to the backs of the x's and O's, and to the playing board, it is possible to change categories and use the Tic Tac Toe playing board for other topics.

Industry

The apparel industry produces what type of products?
A. Linens, drapes, clothing, other products made from cloth such as tents and parachutes.

How many people are employed in the apparel industry?
A. 1.3 million

Why have many apparel firms moved to the South?
A. To lower taxes and labor costs.

Occupations

Identify 3 occupations in the apparel industry.
A. designing room occupations
sample makers
pattern grader-cutters
cutting room occupations
spreaders
markers
machine cutters
assemblers
sewing machine operators
bushelers

What do bushelers do?
A. Tailors who repair defects in finished garments rejected by the inspector.

What responsibilities does a production manager have?
A. Estimating production costs, scheduling the flow of work, hiring and training workers, controlling quality, supervising overall production activities of the plant.

Working Conditions

The pace in the apparel industry is often described as. . .
A. rapid and monotonous.

True or False. Compared with other industries, work in the apparel industry is relatively safe and healthy.
A. True

True or False. Designing, pattern making and cutting jobs are considered to be more interesting and less monotonous than most other apparel jobs.
A. True

Training

1. How do most workers in the apparel industry learn their skills?
   A. On the job, by helping and observing experienced workers.

2. True or False. Good eyesight and manual dexterity are important in the apparel industry.
   A. True

3. Where do apparel films do their recruiting for designers?
   A. Usually colleges that offer specialized training in this field.

Employment Outlook

1. True or False. Employment in the apparel industry depends on the state of the economy, but growth is expected through the 1980's.
   A. True

2. What are 2 examples of labor saving equipment in the apparel industry?
   A. Sewing machines that position needles and thread automatically.
   Devices that automatically position fabric.
   Computer controlled pattern making.

3. Approximately 50% of total industry employment is expected to be in what position?
   A. Sewing-machine operators

Earnings

1. True of False. Earnings in the apparel industry are relatively high.
   A. True

2. Average hourly earnings of production workers range from _____ to _____.
   A. $3.47 to $4.79

3. Why do total earnings of production apparel workers depend upon speed as well as skill?
   A. Most production workers are paid by the number of pieces they produce.

Source of Information

1. One of the major unions in the apparel industry is ____________________.
   A. International Ladies Garment Workers' Union
   The Amalgamated Clothing and Textiles Workers' Union
   The United Garment Workers of America

2. Where could you request additional information about occupations in the apparel industry?
   A. Division of Vocational Education, State Department of Education
   Career Education Program
   Local Offices of State Employment Services

Equal Opportunities

1. Are there any limitations in the apparel industry that are sex related?
   A. No, other than attitudinal barriers.

2. What is one modification that might be made for a sewing machine operator who is in a wheelchair?
   A. Change in location of sewing machine controls
   Access to plant
   Restroom facilities accessible

3. What legislation makes it illegal for employers to discriminate on the base of race or sex?
   A. Title VII of the Civil Rights Act of 1964

Miscellaneous

1. True or False. Workers may be laid off for several weeks during slack seasons.
   A. True

2. At the beginning of the centruy, what city was the apparel manufacturing capitol of the United States.
   A. New York City

Career Education Team, School of Home Economics, Ohio University, 1981.

Supplement 5.21
CLOTHING AND TEXTILES
Entrepreneurship

THE REALITY OF ENTREPRENEURSHIP

Name____

Service______________________________________

Directions: Answer the following questions as thoroughly as possible.

1. What type of skills would you need to perform this service?

   Which of these skills do you now possess?

2. Is this service already available in your community?

3. List equipment and materials needed to get started in this field.

4. Give an estimate of the initial cost of getting started in this business.

5. At the minimum, how much would you charge for this service? per hour?________

6. Interview 3 people in the community concerning their interest and/or need of this service. Then complete the chart below.

Person Interviewed	Positive Remarks	Negative Remarks